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ABSTRACT

This study sought to address concerns that high levels of literacy in both English and local languages are not being attained by children in U.S.-affiliated Pacific entities served by Pacific Resources for Education and Learning (PREL). The study was designed to answer the following question: Do classroom language use and instructional practices influence students' literacy development? Related research questions included: What are current policies and guidelines for teaching first (L1) and second (L2) languages in each entity in the study? How are L1 and L2 taught in the primary grades? What is the relationship between L1 and L2 instructional practices and L1 and L2 student literacy? and What are the L1 and L2 proficiencies of the teachers in each entity? The results of the study identified appropriate instructional practices and classroom language use patterns that relate to higher levels of student literacy achievement in the diverse linguistic and cultural settings of the Pacific. They also provided information about where support is most needed, which in turn led to the development of better curriculum materials, training modules, and revised language policies. Numerous handouts, worksheets, questionnaires, survey instruments, and instructional materials are included. (KFT)

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ED 442 274

Pacific Language Use in Schools (PLUS) Study

Progress Report

November 1999

ED Contract No. RJ96006601

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Pacific Language Use in Schools (PLUS) Study
November 1999 Progress Report

Introduction

Throughout the multilingual and multicultural Pacific region, issues and concerns are often raised about appropriate and effective educational language policies and practices, especially those related to literacy.

English is the official language for most government and commercial activity throughout the U.S.-affiliated Pacific entities served by Pacific Resources for Education and Learning (PREL). It is perceived as the language that can provide access to global information, communication, employment opportunities, and upward mobility. However, educators, parents, and community members throughout our region are concerned that high levels of literacy both in English and in local languages are not being attained by Pacific children.

In order to address these concerns, PREL's Research and Development (R&D) Cadre[1], made it a priority to assist educators in identifying classroom language use patterns and instructional approaches that lead to improved literacy in Pacific region schools. The Pacific Language Use in Schools (PLUS) Study is a regional endeavor designed to answer the following question:

> *Do classroom language use and instructional practices influence students' literacy development?*

The results of the PLUS Study will hopefully identify appropriate instructional practices and classroom language use patterns that relate to higher levels of student literacy achievement in the diverse linguistic and cultural settings of the Pacific. It will also provide information about areas where support is most needed in literacy instruction. It is anticipated that this will in turn lead to the development of curriculum materials, training modules, and revised language policies. The intended outcome will be improved literacy efforts, which will have a positive impact on student achievement in our region.

Several initial steps were taken in order to launch this study. First, PREL published the research synthesis entitled *Language Use at Home and School*, which serves as the research base for the PLUS Study. Second, the R&D Cadre gathered and reviewed the

[1] The R&D Cadre is a group of Pacific educators consisting of one member from each department or ministry of education in PREL's service region, and one member representing the National Department of Education, Federated States of Micronesia.

educational language policies that govern the schools of the ten U.S.-affiliated entities in PREL's service region[2].

PREL's Board of Directors (which includes the chief state school officers from each of the entities served by PREL) and the Pacific Curriculum and Instruction Chiefs recognize that this research would greatly benefit Pacific education. Initial questions raised by the various constituencies included:

- What language(s) should be used as the medium of instruction?
- What is the place of English in the curriculum?
- How and in what language should reading and other literacy skills be taught?

The summer of 1998 marked the beginning of the PLUS Study.

Research Question

Initially, four research questions emerged out of considerable discussion among PREL staff and the R&D Cadre:

1) What are the current policies and guidelines for teaching first (L1) and second languages (L2) in each entity?
2) How are L1 and L2 taught in the primary grades?
3) What is the relationship between L1 and L2 instructional practices and L1 and L2 student literacy?
4) What are the L1 and L2 proficiencies of teachers in each entity?

Ultimately, "*Do classroom language use and instructional practices influence students' literacy development?* " emerged as the overarching research question.

Methodology

A descriptive case study approach is being used to conduct the PLUS Study. The study is descriptive in that the data collected will:

- describe detailed factual information;
- identify problems, current conditions, and practices;
- compare and evaluate existing situations; and
- determine what others are doing in similar situations and benefit from their experience in making future plans and decisions.

[2] PREL's service region is comprised of American Samoa, the Commonwealth of the Northern Mariana Islands (CNMI), the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, and Yap), Guam, Hawaii, the Republic of the Marshall Islands (RMI), and the Republic of Palau.

The study will provide an in-depth investigation of one elementary school from each entity[3]. The result will be a complete, well-organized picture of literacy instruction of each participating school.

Sample Selection—For in-depth case studies, elementary schools from across the ten entities in our region were selected from locations that vary in indigenous language and English language use. Each entity is represented by at least one school. School selection criteria are as follows: Each R&D Cadre member, along with his/her Chief State School Officer and Curriculum and Instruction Chief, identified an "average" school that is representative of the entity in regard to ethnicity, socioeconomic status, language diversity, and parents' level of education.

Based on Spencer's language use continuum (Spencer, 1992), we will be able to cluster sites by language environment, i.e., local language dominant, bilingual, and English language dominant.

Table 1. Language Environments

	Urban	Capital Center	Outer-island/Outer village
Language Use	English is the dominant vehicle for oral and written communication	The indigenous language prevails as the language of oral communication, but most legal and government documents are produced in English	The indigenous language is the predominant language of communication in all or most social domains
Entity	CNMI Guam Hawaii	American Samoa Palau Pohnpei RMI-Majuro	Chuuk Kosrae RMI-outer islands Yap-outer islands

Instrumentation—With the input, support and collaboration of the R&D Cadre, instruments were developed that will provide data on the following:

Teacher

- Language Arts instructional strategies and practices
- English and local language use
- English language proficiency

Student

- Reading skills in English
- Reading skills in local language
- English and local language use
- English language proficiency

[3] Guam and CNMI chose to select multiple school sites for the PLUS Study.

- Home literacy activities
- Reading materials access and use
- Reading homework time
- Socioeconomic indicators
- Parents' education level
- Television watching habits
- Attendance
- Demographics

Classroom Environment

- Classroom materials in English and local languages
- Seating/grouping arrangements
- Posted rules
- Bulletin board
- Evidence of cultural activities

To ensure the development of appropriate and reliable instruments, PREL enlisted the help of local language specialists from each entity. They ensured that the instruments are culturally/linguistically appropriate and relevant for assessing language proficiency.

A teacher's instructional strategies and practices will be analyzed using three videotaped language arts lessons and the teacher's survey responses regarding use of various instructional strategies. Teachers' use of English and local languages will be timed and analyzed using the videotaped language arts lessons. This will yield not only the amount of time each language is being used during a typical lesson, but also the function of each of the languages (e.g., for discipline, management, questioning requiring higher order thinking skills, explanation, or translation). Audiotaped interviews were conducted with teachers to use as the basis for rating their English language proficiency. Teachers also self-reported their proficiency in English on the teacher survey.

A group-administered listening comprehension test was used to measure students' English language proficiency. Students were also assessed in English and local language reading skills. English reading skills were measured using the International Association for the Evaluation of Educational Achievement (IEA) Literacy Study test as a model. Reading tests in students' first languages were development by local language specialists using PLUS guidelines. A group-administered student survey provided further information on student background, literacy use at home, etc.

Following is a description of each of the PLUS Study instruments.

- PLUS Classroom Observation Form—Developed by PREL staff, the form provides written information of the videotaped lessons in ten-minute segments. Included on the form are the language of interaction between and among teachers and students, participatory structures, language of materials, titles and publishers of materials used, and classroom contextual notes that might facilitate videotape analysis.

- Instructional Environment Profile (IEP)—Developed by PREL staff, the IEP is a checklist of observable classroom features, based upon research on effective strategies of literacy instruction (with a focus on reading) and language development. It will provide data on the classroom environment, e.g., the presence of textbooks in English and/or local languages, reading development instructional materials, and storybooks.

- First-Language (L1) Reading Test—The template for the test was developed by PREL staff. However, entity Indigenous Language Arts Specialists provided the content. The test consists of three parts: 1) Sound Symbol Correspondence (initial sounds), 2) Picture Vocabulary, and 3) Reading Comprehension (cloze passages). Developers chose vocabulary that is appropriate and relevant in the Pacific region. For the Picture Vocabulary section, pictures were selected according to cultural relevance and universal definition—a word for the object must exist in all languages in PREL's service region. An L1 Pohnpeian prototype was developed at PREL by a Pacific Educator in Residence (PEIR) from Pohnpei, who is also the Pohnpei State Department of Education's Language Arts Specialist. The prototype was then sent to all entities' Language Arts Specialists and Cadre members with instructions on how to draft their own L1 Reading test and a template to be returned to PREL. Formatting and publication of the final L1 Reading tests were done at PREL.

- English Reading Test—Dr. Mary Spencer, a PLUS Research Advisory Council member, suggested using an already developed, reliable and valid test to measure participating students' English reading skills, rather than using another experimental measure; she suggested the Degrees of Reading Power test. After discussion with regional educators and the test's publishers, it was decided that the test would not be a valid measure for most of the study's students, especially those in the early grades. The test is simply too difficult for students who are not introduced to English reading until grade three (the case in many parts of our region) and for those who may have little formal opportunity to hear, speak, or learn English.

  Instead, the reading subtest from the Language Assessment Scales (LAS)[4] was used. The LAS was developed specifically for use in determining reading achievement of English as a Second Language (ESL) students, and thus was a much more appropriate and valid measure for the majority of students participating in the study. In those entities where English is taught and/or used starting in first grade, the LAS Form 1A, Parts 1-4 were used in grades 1-3 and the LAS Form 2A Reading Component were used in grades 4-5. In entities where English language is not introduced until grade 3, the LAS Form 1A was not administered. Only the LAS Form 2A Reading Component was used in grades 4-5 in these entities.

- English Listening Test—Items for this test were reproduced by special permission of Touchstone Applied Science Associates and DeAvila, Duncan and Associates, Inc. The test included sections that assessed (1) understanding of statements, (2) word boundaries, (3) sentence comprehension, and (4) story comprehension. PREL staff

[4] Developed by Ed DeAvila and Sharon Duncan

developed the test administration manual and audio-recorded the instructions, samples, and actual test items to ensure consistency of administration.

- Student Questionnaire—Developed by PREL staff, the self-report questionnaire includes items that measure three reading-related variables among students: socio-economic status; language skills and use; and reading behaviors at home and at school. Questions were adapted from the International Association for the Evaluation of Educational Achievement (IEA) Reading Literacy Study and the National Assessment of Educational Progress (NAEP): Reading student questionnaires. Questions were adapted for use with students learning English as a second language in grades 1-5.

- Teacher Survey—Building on research on effective teaching strategies and techniques for reading and language development and drawing from the IEA and NAEP reading studies, the survey asked teachers to respond to a number of items. The survey included questions pertaining to teachers' educational background and experience, use of curriculum materials, time spent on various reading/language arts activities, time spent on various English language development activities, English language development strategies and models, reading assessments used, and perceptions of reading programs.

- Teacher Interview—Developed and administered by PREL staff or R&D Cadre members, the teacher interview was designed to gather information regarding teachers' English language proficiency, educational background and experience, language arts and ESL training, duration and frequency of reading instruction, adaptations of text and materials for ESL students, grouping of students, and English language development strategies.

- Principal Interview—Developed and administered by PREL staff or R&D Cadre members, the principal interview was designed to gather information about the school environment, school-wide language arts program, teachers and grade levels at the school, language instruction policies, and community literacy activities or events.

Classroom Procedures—Distribution of instruments at each school consisted of systematic and standardized procedures developed by PREL staff. Students and teachers were assured that test results are confidential. All assessments, surveys, and interview protocols were accompanied by detailed guidelines, instructions, or an administration manual. In all entities, training was conducted for the proctors[5] who would be administering the tests. The English Listening Test, the LAS, Teacher Interviews, and Principal Interviews were typically administered by a PREL staff member. The Student Questionnaire was administered by the classroom teacher or a trained proctor who was able to provide instructions and translations of test items in the students' first languages.

[5] Proctors were recruited by R&D Cadre members.

Data Collection—For the most part, R&D Cadre members organized, arranged, and scheduled videotaping sessions and classroom observations, teacher and principal interviews, and the administration of the student assessments.

Guidelines for videotaping were developed by PREL. After reviewing a number of classroom studies, PREL researchers determined that videotaping language arts lessons and use of a classroom observer would provide the most reliable and useful data. Video cameras were purchased and R&D Cadre members were trained in the use of the equipment. A school in Hawaii was used as a practice site for videotaping. Optimally, three consecutive videotaping sessions were to be conducted, with a time lapse of no less than three weeks and no more than two months. However, time constraints and school schedules prevented some entities from conducting all three desired videotaping sessions.

As of this date, videotapes from the following entities have been submitted to PREL and logged for analysis:

- American Samoa
- Chuuk State
- Hawaii
- Kosrae State
- Pohnpei State
- Republic of Palau
- Yap State

A number of factors prevented the completion of data collection in the Commonwealth of the Northern Mariana Islands (CNMI), Guam, and the Republic of the Marshall Islands. In these three remaining entities, data collection for the PLUS Study will be conducted during the 1999-2000 school year.

Data Organization and Entry

Upon receipt, instruments were separated by item (classroom observation / test / questionnaire); individually identified (name /grade /school); assigned personal identification numbers to ensure anonymity of responses; and stored according to entity. Approximately 1,900 pieces have been entered into the PLUS database.

As only the names of participating teachers were available, all other information regarding participants (class rosters/ number of students/ names of principals, etc.) was acquired as received, and master lists were created and modified on an ongoing basis.

INSTRUMENT	TOTAL REC'D
CLASSROOM OBSERVATION:	
Videos	90
TESTS:	
English reading (LAS-Form 1A –blue)	84
English reading (LAS-Form 2A –red)	544
English listening (Listening PLUS)	986
L1 reading	800
QUESTIONNAIRES:	
Student Questionnaire	911
Teacher Survey	32+
Teacher Interview	34+
and audiocassette	28
Principal Interview	6+

Classroom Observation Forms—Classroom Observation Forms (green) completed by observers on site were collected and entered as received.

Student Parental Consent Forms/Video Releases—R&D Cadre members distributed the forms to teachers during the week prior to the first videotaping session. Teachers were responsible for collecting the forms signed by students' parents or guardians. The forms were then gathered by the R&D Cadre member or PREL staff. Students who did not turn in their completed forms were moved to a location in the classroom that would not be captured on videotape. All forms are on file at PREL.

Videotapes—Classroom observation videotapes (first, second, and third rounds) were converted from Hi8 camcorder tapes to VHS video cassettes in-house at PREL. Each tape was then viewed, summarized, and labeled; and finally stored in boxes according to entity. Teacher identification was verified by PREL staff and R&D Cadre members by viewing short segments of the videotapes.

Summaries of these videos were initially composed and input on templates of the Classroom Observation Forms; hardcopies were also kept in three-ring binders as well as on diskette. Subsequently, these summaries were rewritten in prose, table style.

Tests and Questionnaires

The Principal Investigator for PREL's Pacific Data Center suggested parameters for data spreadsheet formatting and guidelines for identification numbers.

- Each student, teacher, and principal item (approximately 1,900 pieces) was alphabetized and assigned a personal identification number code, which was hand-stamped on each piece.
- Master lists for identification and status were also created.
- Spreadsheets or tables for all instruments were formatted, and respective codebooks were established.
- Data input followed.
- Data are available by entity (up to 8 data documents per entity) as well as by instrument (11 data documents -- 10 entity documents and 1 consolidated master) with backup stored on computer diskettes.
- Original instrument forms and audiocassettes from the teacher interviews were labeled and boxed according to entity.

L1 Cloze Section Answer Keys (per entity test) were developed by Cadre members or language arts specialists fluent in the local indigenous language. The teams subsequently hand-scored all cloze test sections at PREL during the weeklong R&D Cadre Seminar. The exact scoring method (along with acceptable spelling variations) was used to tabulate scores. The total number of questions and the total number correct for each cloze passage were entered into the database.

Data for Student Questionnaires and Teacher Surveys were input directly into Excel spreadsheets. Data for Teacher Interview and Principal Interview appear in Table format.

Audiocassette tapes accompanying all teacher interviews were labeled and boxed according to entity. The tapes will be used to clarify teacher responses from the written notations on the teacher interview protocols. The audiotaped interviews were conducted in English and will be used to determine teachers' English language fluency. The scoring rubric and procedures to accomplish this are being developed by PREL using established guidelines and scoring methods that will ensure validity and reliability.

Data Analysis

To help guide our efforts, PREL has convened a Research Advisory Council (RAC) comprised of leading experts in the areas of bilingual education, reading, and classroom language research. The council represents regional/mainland universities and national research centers. Data analysis will be conducted using PREL's in-house expertise as well as guidance from the PLUS Study's Research Advisory Council.

The analysis of the videotaped language arts lessons, the scoring of the reading and listening comprehension assessments, and the evaluation of the results of the interviews

and surveys will be a collaborative effort among PREL's Applied Research and Development staff, the R&D Cadre, and the Research Advisory Council.

Preliminary Accomplishments and Impact

A major accomplishment of the PLUS Study thus far is the development of first-language reading tests in Chuukese, Kosraean, Marshallese, Palauan, Pohnpeian, Samoan, and Yapese. The use of established and research-based methods to develop these reading tests is a first step toward improving literacy efforts in participating Pacific entities. Although first-language instruction is common in many entities, testing of first-language literacy, particularly reading, continues to be an area of concern and confusion for many Pacific educators. The development of the first-language reading tests was viewed by participating entities as a major feat. In fact, several entities requested permission to use the assessment for entity-wide literacy testing. It is anticipated that further development work in this area will be conducted subsequent to the completion of the PLUS Study.

Continued Work

The Chamorro L1 test is currently in development and is expected to be completed and ready for use by mid-January 2000. Likewise, the Carolinian L1 test is being formatted at PREL and will be ready for piloting in mid-January.

PLUS schools in the CNMI and Guam have been identified and data collection is being scheduled. Likewise, in the Republic of the Marshall Islands, data collection dates are being scheduled. Data collection in Guam, CNMI, and the Republic of the Marshall Islands will continue throughout the rest of the 1999-2000 school year.

Preliminary analysis of data collected during the 1998-99 school year will begin in January 2000.

Limitations and Regional Variables

The schools participating in the study were chosen based on demographics that were "typical" of each respective island setting. Thus, the findings may reveal individual entity trends. Inter-entity clustering based on language dominance (English, bilingual, or native language) may be useful in predicting trends in these three language settings.

It is interesting to note some of the regional variables that arose when conducting research in the Pacific. R&D Cadre members, in a previous study [Retention and Attrition of Pacific School Teachers and Administrators (RAPSTA) Study] indicated that teacher attendance is a problem in many of the entities. This was found to be especially true in the entities where a substitute pool is not available. This was also PREL's experience during data collection. Observations in three entities yielded interesting information regarding the relationship between school schedules, attendance, and

instructional opportunities. For example, all schools in one entity were closed for two days in one week because of other community events (Dental Health Awareness Day and a day for 8th graders to take the high school entrance exam). In addition, on the first day of the same week, many children did not come to school because it rained. In one entity, the school year ended the week that data collection took place (April 30), although PREL was told that the official end of school was ten days later. In another entity, the school day concluded at various times during the week, sometimes ending as early as 11:30 a.m. Finally, in one school, the last week of school was cancelled because all teachers needed to collect the entity's census data.

Conducting research in the Pacific region poses many unique challenges. However, when met with cultural and linguistic sensitivity and a spirit of cooperation and collaboration, these challenges can be transformed into powerful opportunities for enrichment, growth, and increased insight for both researchers and participants.

Pacific Language Use in Schools (PLUS) Study

Appendices

- PLUS Study Guidelines
- Student Consent and Release
- Guidelines for Videotaping
- Using the Classroom Observation Form
- PLUS Classroom Observation Form
- Completing the Instructional Environmental Profile (IEP)
- PLUS Instructional Environmental Profile (IEP)
- Listening PLUS English Listening Test
- Listening PLUS Test Administration Manual
- LAS Form 2A-Red English Reading Test
- L-1 Reading Test
- L-1 Test Administration Manual
- PLUS Study Student Questionnaire
- PLUS Study Teacher Interview
- PLUS Teacher Survey
- PLUS Principal Interview

PLUS Study Guidelines

Preliminary tasks if not yet completed

1. Work with department Language Arts specialist to finalize L1 test (samples provided)
2. Send to PREL for formatting

☐ ***Step 1*** Identify 1 school that is the most representative of the entity's population

Please note the following:

- Socioeconomic status of community
- Remote/central location
- Size of school
- Education level of parents
- Education level of teachers

☐ ***Step 2*** Contact the Principal and set up a meeting to discuss study

☐ ***Step 3*** Prepare for meeting. You should have the following copies:

- Schedule of proposed videotaping
- Observation form
- Instructional environment profile
- Schedule of proposed testing
- L1 Reading test
- L2 Reading test
- English listening test
- Student Questionnaire
- Teacher Interview
- Teacher Survey
- Principal Interview
- Consent to videotape forms (enough for school)

☐ ***Step 4*** Familiarize yourself with the video camera

Recruit help to either videotape or take observation notes

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Guidelines for Videotaping (content)

- Be sure that you are taping a ***Language Arts lesson***
- Have the head/lead teacher write her name on the chalkboard and stand next to it while you shoot
- If there are other adults (parents, aides) in the classroom please note that on the observation worksheet
- Please use one tape per teacher/class
- Don't forget to label each completed tape (see How to Label sheet)

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STUDENT CONSENT AND RELEASE
Artwork, Photographs, Audiotapes, Videotapes, and Interviews (U.S.)

Dear Parent or Guardian,

Pacific Resources for Education and Learning (PREL) is a not-for-profit corporation that seeks to bridge the gap between research, theory, and practice in education. **PREL requests your permission to use the materials specified below.**

Please sign and return this form. Remember to keep a copy for yourself.

Thank You.

Student's Name

For valuable and sufficient consideration received, I hereby grant my irrevocable consent and release to PREL, its successors, assigns, and licensees, for all uses, reproductions, translations, modifications and publications, in whole or in part, individually or otherwise, of any and all of the following: original artwork produced by the above named student and/or photographs, film, audiotape or videotape taken of the above-named student on

Date

Location

or otherwise, including, without limitation, the substantive content and original creations of the student portrayed therein, the student's name or pseudonym, performances, likenesses, persona, endorsements, celebrity status and relevant biographical data, whether or not specifically attributed to the student and whether in the same or a different medium (collectively referred to as the "Work").

My consent extends to all uses of the Work for any purpose whatsoever including, without limitation, any illustration, promotion, advertising, or trade (for profit or not) in any form which the Work, or any part thereof or derivation therefrom, may be used, disseminated, published, or distributed.

I hereby release and discharge PREL, its successors, assigns, licensees, contractors, agents, and representatives, and any and all authorized users of all or any portion of the Work, for myself and the students, from any and all claims, demands, liabilities, causes, causes of action or damages whatsoever including, without limitation, claims pertaining to defamation and/or invasion of privacy in any way arising out of, connected with, or relating to all or any part of the Work and any uses thereof.

I have full authority to grant the Consent and Release expressed herein. **I have read the foregoing consent and Release and fully understand and agree with its contents.**

Signature

Relationship to Student

Print Name

Address

Date

Daytime Telephone

Revised February 25, 1999

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Guidelines for Videotaping

1. Pack all necessary equipment.

   - ❑ Videocamera
   - ❑ Tripod
   - ❑ Blank tapes
   - ❑ Headphones
   - ❑ Charged battery pack and extra battery pack
   - ❑ Wireless microphone for teacher
   - ❑ Microphone transmitter with charged batteries
   - ❑ Extra batteries for transmitter

2. **Deliver videotaping release forms** to classroom teachers and ask them to have students' parents return completed forms to school by the date of videotaping/observation.

3. **Make prior arrangements** with teachers to be videotaped and **follow proper protocol** with principals and/or other administrators.

4. **Charge battery pack** and extra battery pack the night before the videotaping/observation. Bring extra batteries, blank tapes, etc.

5. Familiarize yourself with the videocamera, tripod, and other attachments prior to entering the classroom (how to attach microphone receiver, set up tripod, etc.).

6. **Arrive early** to set up camera equipment and equip teacher with microphone. This should be done before the language arts lesson begins.

7. **Equip teacher with remote microphone** and test for sound quality.

8. Before the lesson begins, **do a test videotaping** to ensure equipment is functioning properly (video and audio). Review segment to ensure that videocamera is recording.

9. **Begin recording** of language arts lesson. Zoom in and out when appropriate, when panning (moving the camera from side to side), remember to move the camera very slowly.

10. **Videotape the entire lesson**. Do not turn the camera off, even when you are moving from place to place within the classroom.

11. **Move the camera to various places** to capture multiple views of the classroom, students, and teacher.

12. If the teacher is writing on the board or pointing something out, try to **focus in as closely as possible on the board** and stay there for at least 5 seconds.

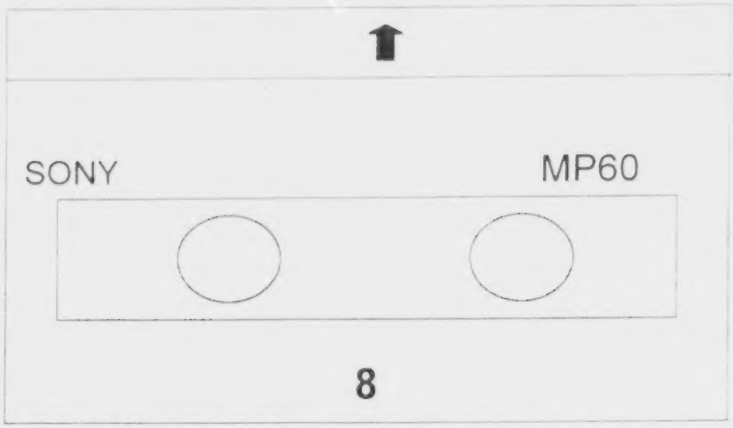
13. **Focus mostly on the teacher** and his/her actions. When he or she is working with students, focus in on the group (teacher and students).

14. When the language arts lesson is over, **take time to videotape bulletin boards, books, and other materials throughout the room, such as artifacts and other teaching tools**. Remember to linger on each of these for at least 5 seconds and then move to the next area. Zoom in close enough so that the print can be read.

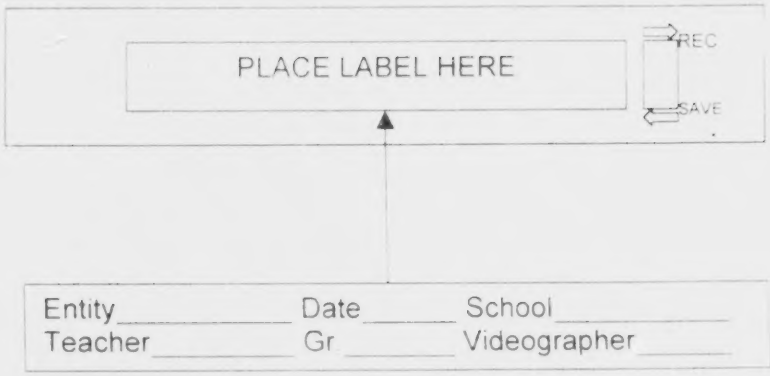
15. **Collect the videotaping release forms** and thank the teacher. If appropriate, thank the principal and/or other administrator(s).

Guidelines for Labeling Videotapes

Top View of Videotape



Side View of Videotape



Example Label

Hawaii	12/25/98	Aloha School
Ms. Brown	Gr. 2	Denise Onikama

Pacific Language Use in Schools (PLUS) Study

Using the Classroom Observation Form

1. Wear a watch or bring a stopwatch to monitor your time during the observation.

2. Complete the top portion (entity, teacher, grade, etc.) of the form prior to arriving. **Make sure to enter the date.**

3. The form is divided into six 10-minute sections. Begin on the first page with the section marked **10 min**. When the teacher begins the language arts lesson, begin completing the form.

4. Each 10-minute segment has several sections: **Language of Interaction, Structures for Participation, Language of Materials, Title/Publisher of Materials Used** and **Context Notes**.

5. The **Language of Interaction** box is where you will place, if applicable, one checkmark in each row of boxes to indicate the language(s) predominantly used for interaction during that 10-minute period. If during that 10-minute section there is no interaction between students (for example, if students are working on a quiz individually), then leave the S-S row blank, indicating there was no student-to-student interaction.

T-S (Teacher to Students)
S-T (Students to Teacher)
S-S (Student to Student)

Language of Interaction			
	E	OL	Mixed
T-S	☐	☐	☐
S-T	☐	☐	☐
S-S	☐	☐	☐

"E" — interaction occurs mostly in English
"OL" — interaction occurs mostly in a language other than English
"Mixed" — interaction is in both English and another language

6. In the **Structures for Participation** box, check as many boxes as applicable for that 10-minute period: **whole class** work, **small group** work (small groups of students working together or teacher working with small groups of students), **pairs** work (students working in pairs), or **individual** work (students working on individual tasks).

Check all that apply:

Structures for Participation
☐ whole class
☐ small group
☐ pairs
☐ individual

Using the Classroom Observation Form (continued)

7. In the **Language of Materials** box, indicate the language of any materials used during that 10-minute period by placing a check in the corresponding box. If the materials are in a language other than English, specify the language in the space provided.

Language of Materials
☐ Mainly English
☐ Mainly Other Language (specify) _____

8. In the **Title/Publisher of Materials Used** box, specify titles and publishers of the materials used during the 10-minute period.

Title/Publisher of Materials Used:
_____
_____

9. In the **Context Notes** box, provide details of classroom activities, etc., that may not be apparent from the videotaping (e.g., writing on the blackboard)

Context Notes (e.g., physical characteristics; verbal behavior; non-verbal behavior; classroom history; extra-classroom contexts)

10. Use as many 10-minute segments as necessary to complete your observation. You will most likely use four or five segments because the language arts lesson will probably be 40-50 minutes in length.

PLUS Classroom Observation Form (1)

Entity: _____ Grade: _____ Observer: _____
Teacher: _____ Class: _____ Videographer: _____
School: _____ Date: _____ Videotape #: _____ Time: _____ to _____

Time	Language of Interaction	Structures for Participation	Language of Materials	Context Notes (e.g., physical characteristics; verbal behavior; non-verbal behavior; classroom history; extra-classroom contexts)
10 min.	E OL Mixe T-S ☐ ☐ ☐ S-T ☐ ☐ ☐ S-S ☐ ☐ ☐	☐ whole class ☐ small group ☐ pairs ☐ individual	☐ Mainly English ☐ Mainly Other Language (specify) _____	
	Title/Publisher of Materials Used: _____ _____			
20 min.	E OL Mixe T-S ☐ ☐ ☐ S-T ☐ ☐ ☐ S-S ☐ ☐ ☐	☐ whole class ☐ small group ☐ pairs ☐ individual	☐ Mainly English ☐ Mainly Other Language (specify) _____	
	Title/Publisher of Materials Used: _____ _____			

PLUS Classroom Observation Form (2)

Time	Language of Interaction	Structures for Participation	Language of Materials	Context Notes (e.g., physical characteristics; verbal behavior; non-verbal behavior; classroom history; extra-classroom contexts)
30 min.	E OL Mixe T-S ☐ ☐ ☐ S-T ☐ ☐ ☐ S-S ☐ ☐ ☐	☐ whole class ☐ small group ☐ pairs ☐ individual	☐ Mainly English ☐ Mainly Other Language (specify) _____	
	Title/Publisher of Materials Used: _____ _____			
40 min.	E OL Mixe T-S ☐ ☐ ☐ S-T ☐ ☐ ☐ S-S ☐ ☐ ☐	☐ whole class ☐ small group ☐ pairs ☐ individual	☐ Mainly English ☐ Mainly Other Language (specify) _____	
	Title/Publisher of Materials Used: _____ 24 _____			25

PLUS Classroom Observation Form (3)

Time	Language of Interaction	Structures for Participation	Language of Materials	Context Notes (e.g., physical characteristics; verbal behavior; non-verbal behavior; classroom history; extra-classroom contexts)
50 min.	E OL Mixe T-S ☐ ☐ ☐ S-T ☐ ☐ ☐ S-S ☐ ☐ ☐	☐ whole class ☐ small group ☐ pairs ☐ individual	☐ Mainly English ☐ Mainly Other Language (specify) _____	
	Title/Publisher of Materials Used: _____ _____			
60 min.	E OL Mixe T-S ☐ ☐ ☐ S-T ☐ ☐ ☐ S-S ☐ ☐ ☐	☐ whole class ☐ small group ☐ pairs ☐ individual	☐ Mainly English ☐ Mainly Other Language (specify) _____	
	Title/Publisher of Materials Used: _____ _____			

Pacific Language Use in Schools (PLUS) Study

Completing the Instructional Environment Profile (IEP)

The Instructional Environment Profile (IEP) is divided into two sections. The top section provides a list of reading materials that may be physically present in the classroom at the time of your observation. The bottom section asks you to look for evidence of a variety of things you see in the classroom.

1. **Familiarize yourself** with the items on the form.

2. Before, during, and/or after your observation, **walk around the classroom** and **note what you see**.

3. Start completing the top part of the IEP by noting if there are **reading materials in languages other than English** in the classroom. If yes, identify the "Other Language" in the space provided. If there are materials in many other languages, note the languages on the back of the form.

4. In the two columns on the right (English and OL), indicate with a **checkmark or X if the reading material listed on the left is present** in the classroom in English and/or Other Language (OL).

5. Indicate your responses simply with a **checkmark** in the columns marked **English and OL**.

6. For Basal readers and Workbooks, specify the titles of each. Please provide this information **on the back of the IEP**.

7. On the **bottom portion** of the form (**Environment**), place a **checkmark** in the right-hand column if you have observed the environmental descriptor on the left.

PLUS Instructional Environment Profile (IEP)

Entity _____ **Date** _____ **School** _____
Teacher _____ **Grade** _____ **Observer** _____

Please check (✓) the "English" and/or "OL" (Other Language) column, if applicable. Leave blank if not observed. If there are reading materials in a language other than English, what is the other language? (If more than one language, list on back of form.) _____

Reading Materials	English	OL	Reading Materials	English	OL
Basal readers*			Content textbooks		
Newspapers			Word cards (e.g., flash cards)		
Magazines			Workbooks*		
Student-made books			Sentence strips		
Literature (story books, novels, poetry)			Alphabet letters/ sound cards		
Teacher-made charts			Computer-assisted reading		
Worksheets			Books on audiotapes		
Dictionaries and other reference books (e.g., thesaurus, encyclopedia)			Any reading material not listed above (specify) _____		

* Use back of form to specify titles of Basal readers and Workbooks.

Please check the "Yes" column if applicable. Leave blank if not observed.

	Environment	Yes (✓)
1.	Students' writing in English is displayed in classroom.	
2.	Students' writing in students' native language(s) is displayed in classroom.	
3.	There is an area in classroom designated as the classroom library.	
4.	There is evidence that writing and reading are used as a form of authentic communication in the classroom (e.g., student mailboxes or teacher's written daily messages to students).	
5.	Strategies for reading are displayed in classroom (e.g., posters with reading procedures and strategies).	
6.	There is evidence of a designated space in the classroom for free reading (e.g., reading chair, carpeted area with reading materials, reading corner).	
7.	There is evidence that students' writing is read and shared aloud (e.g., an author's chair in the room or a read-aloud activity in classroom daily schedule).	
8.	Monitoring of students' reading is physically evident in the classroom (individual students' reading lists, number of books read, book report roster, etc.).	
9.	Seating arrangement facilitates communication and collaboration among students (e.g., clustered or grouped desks).	
10.	Evidence of phonics instruction is displayed (e.g., consonant cluster cards with illustrations, "how to sound out words" chart).	
11.	Rules of conduct are written and displayed in classroom.	
12.	Objects in classroom are labeled in English.	
13.	Objects in classroom are labeled in students' language(s).	
14.	Audio tapes and tape recorders are available for listening to and telling stories.	
15.	There is evidence of use of songs for instruction.	
16.	There is evidence of use of dance for instruction.	
17.	There is evidence of use of puppets for instruction.	
18.	There is evidence of use of storytelling for instruction.	
19.	There is evidence of cultural artifacts and resources for instruction.	

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Additional languages observed: _____

_____

_____

Basal Reader
Title:
Publisher:
Publishing Date:

Basal Reader
Title:
Publisher:
Publishing Date:

Basal Reader
Title:
Publisher:
Publishing Date:

Workbook
Title:
Publisher:
Publishing Date:

Workbook
Title:
Publisher:
Publishing Date:

Workbook
Title:
Publisher:
Publishing Date:

Listening PLUS

Listening in English Test

PREL

PACIFIC RESOURCES FOR EDUCATION AND LEARNING

Applied Research and Development

R & D Cadre

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Student Information

Student Name_____

Last name First name

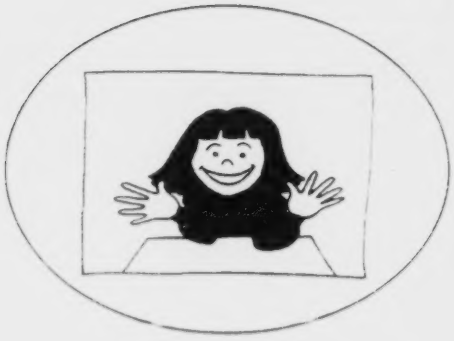
Grade Level_____

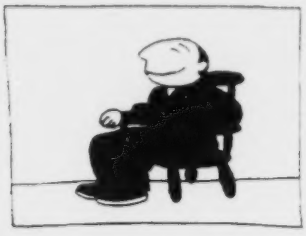
Date_____

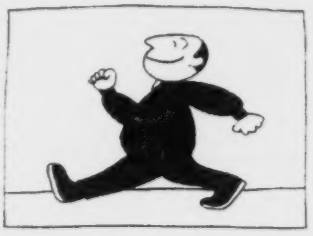
Teacher Name_____

School_____

Part One







Test begins here

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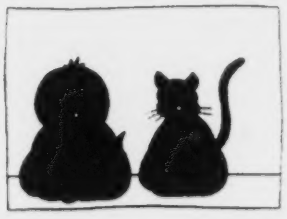

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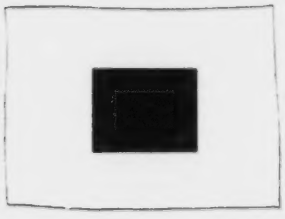
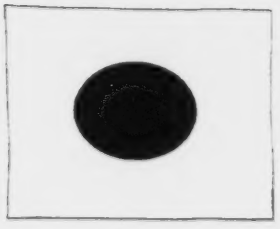
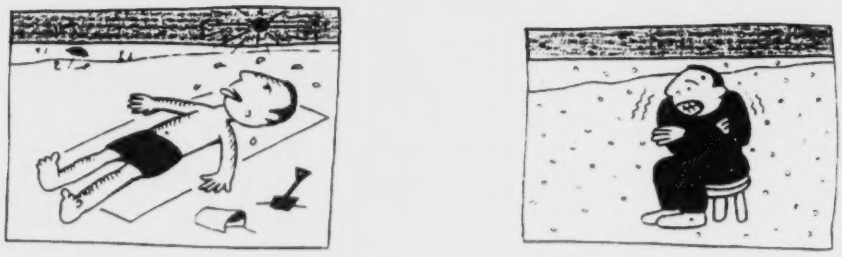




Part One

3.



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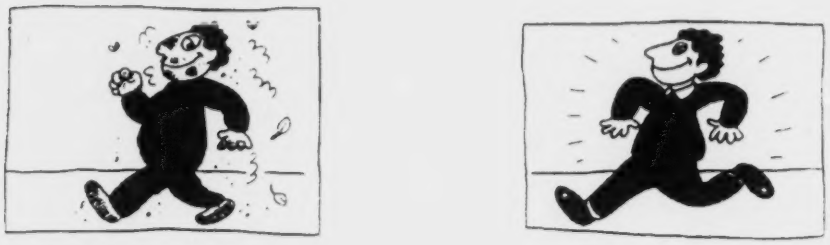

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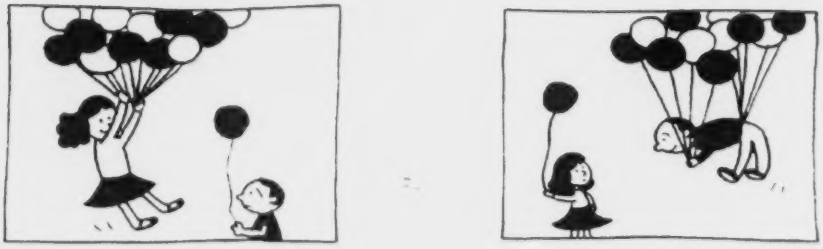

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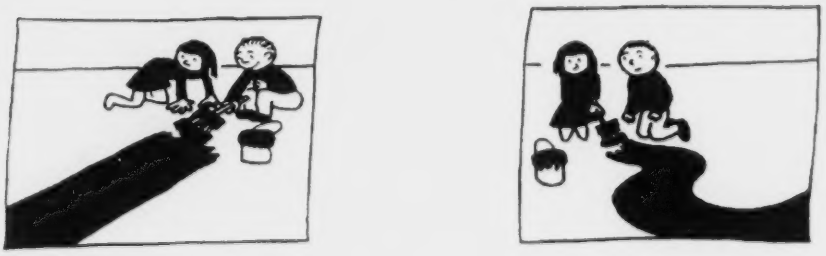
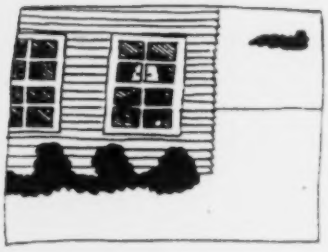


Part One

7.



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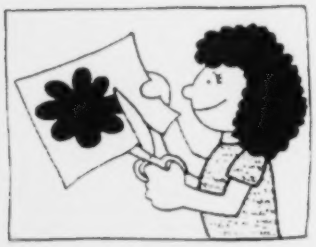

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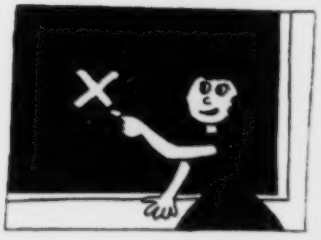

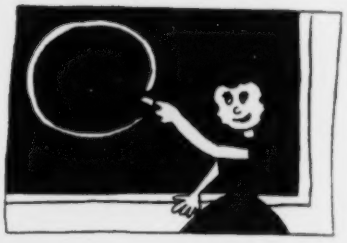

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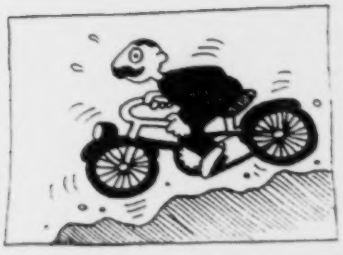
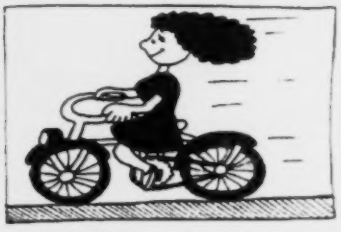




Part Two

1	2	3	4

1	2	3	4

Test begins here

1.	1	2	3	4
2.	1	2	3	4
3.	1	2	3	4
4.	1	2	3	4
5.	1	2	3	4
6.	1	2	3	4

Part Three

A	B	C

A	B	C

Test begins here

1. | A | B | C |

2. | A | B | C |

3. | A | B | C |

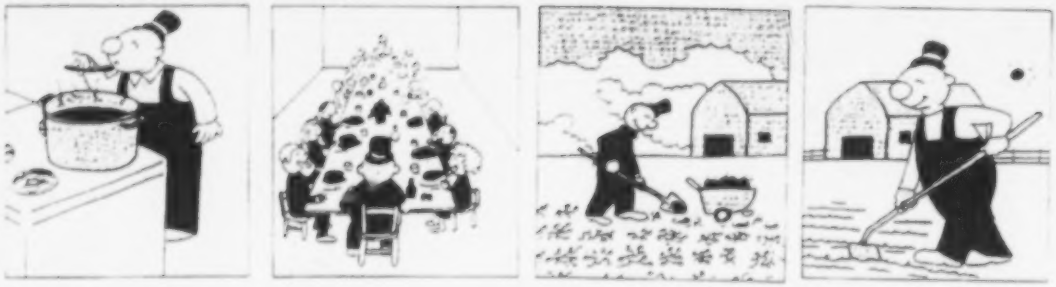
4. | A | B | C |

5. | A | B | C |

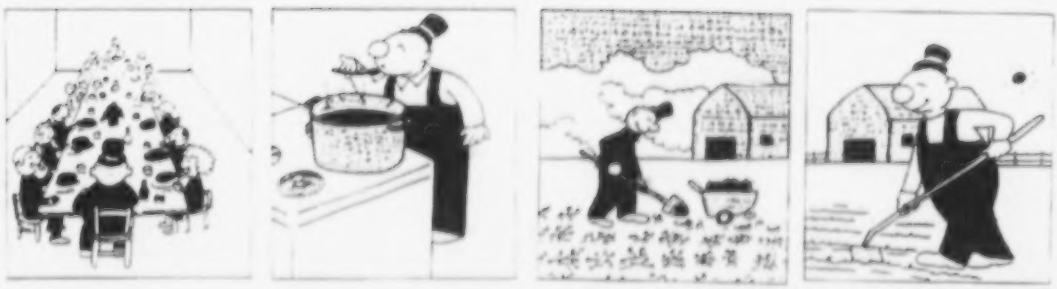
Part Four

Potato Soup

A.



B.



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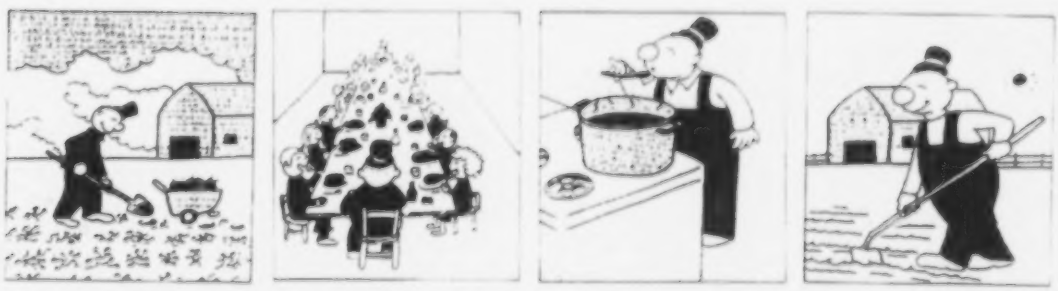

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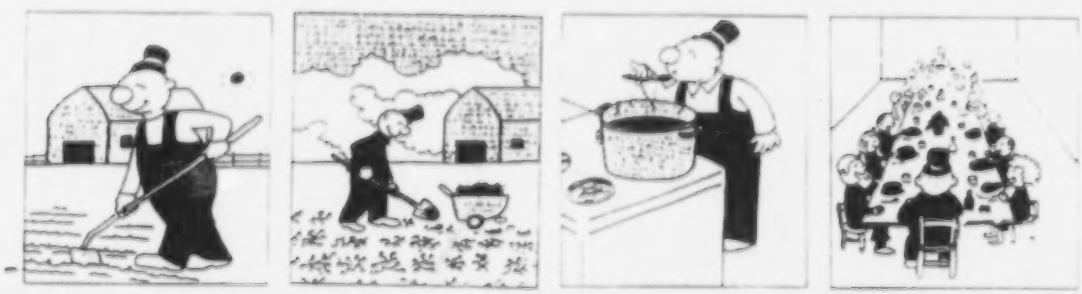

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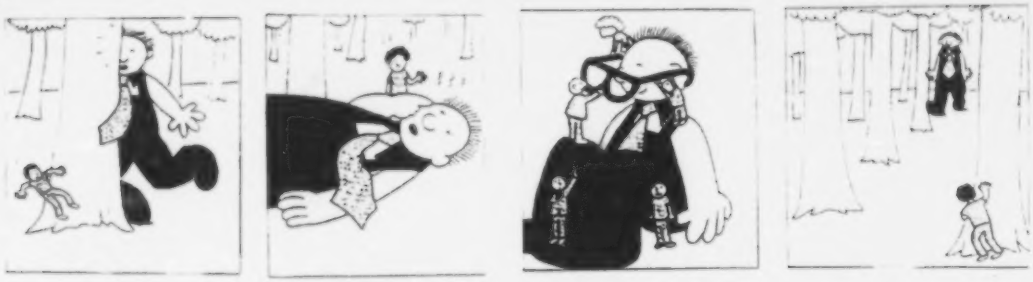
Part Four

The Giant Who Needed Glasses

A.



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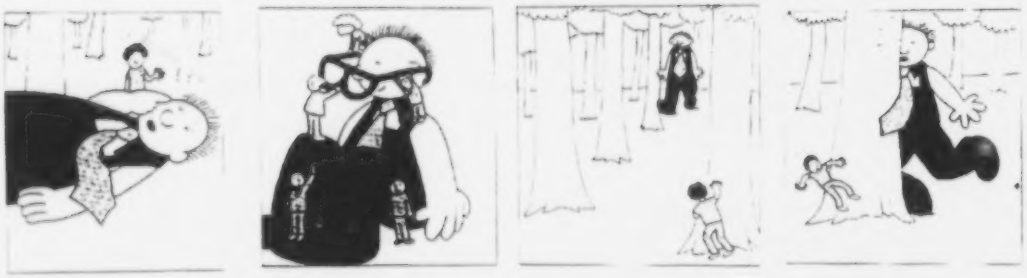

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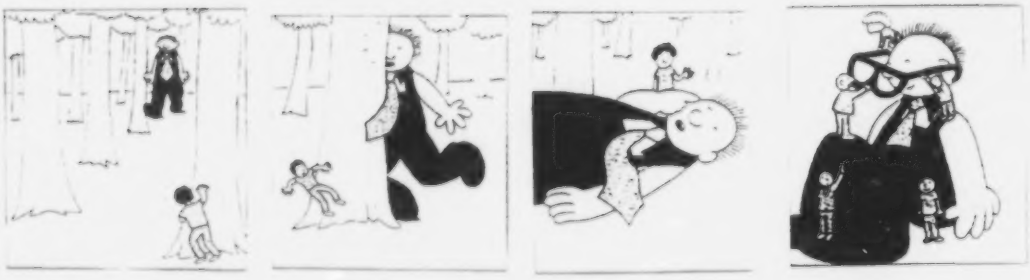

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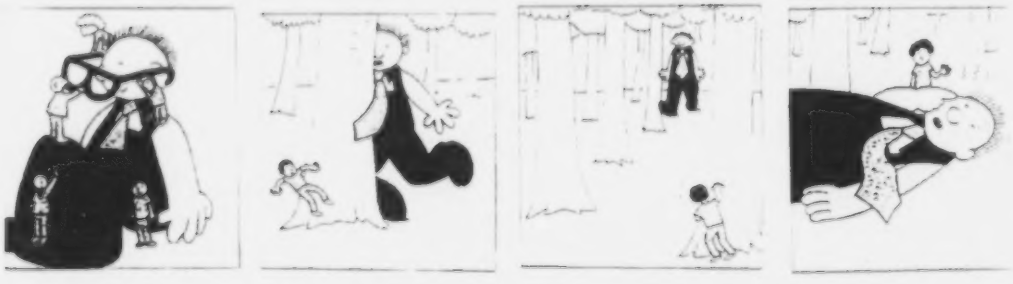
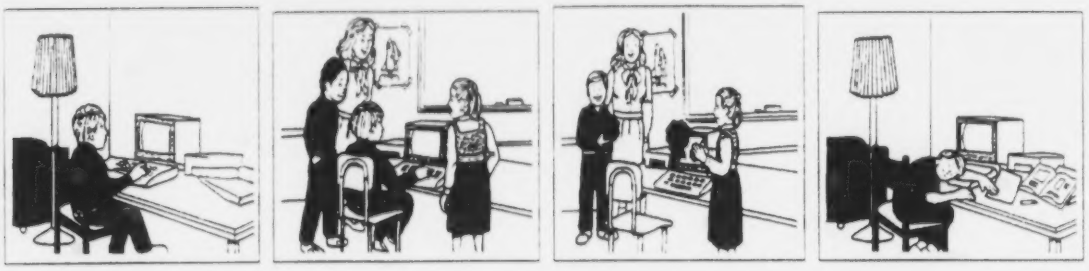


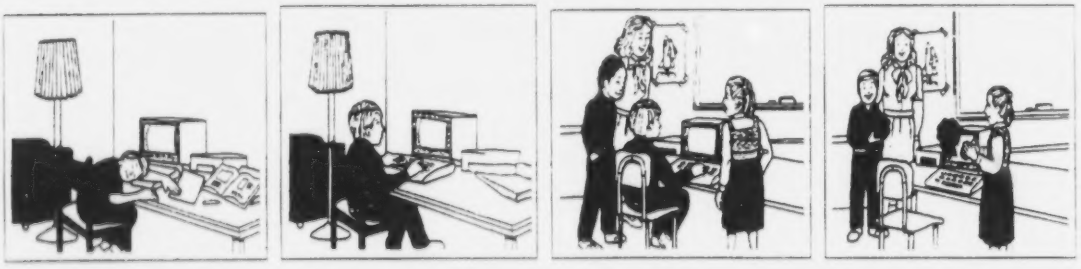
Part Four

Story 1: The Computer that Won a Prize

A.

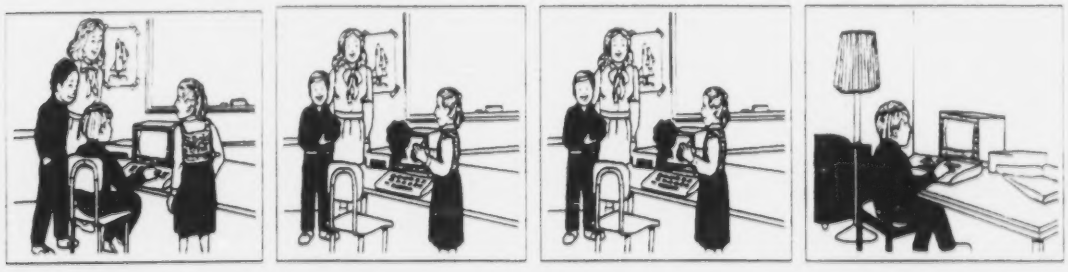


B.



C.

D.



42

Part Four

Story 2: Angelina's Uncle

A.

B.

C.

D.

43

Listening PLUS

Listening in English Test

PACIFIC RESOURCES FOR EDUCATION AND LEARNING

Applied Research and Development
R & D Cadre

Student Information

Student Name_____

Last name First name

Grade Level_____

Date_____

Teacher Name_____

School_____

Administration

General Directions

This manual is designed for use with the **Listening PLUS Listening in English Test.** Make certain that you have a copy of the student materials for demonstration purposes.

At the beginning of the test, students will fill in some of the identification information in their Test Booklets. It may be helpful to have a sample of this part of the page drawn on the chalkboard with information correctly entered (first and last name, grade level, date, teacher, and school).

START TAPE RECORDER . . . . . .

Student Identifying Information

You are about to take a listening test to see how well you understand English. It is not going to be used to give you a grade, but it is important that you do your best work. Some of the activities will be easy for you and some will be harder. Don't worry about the ones that seem hard—just do the best you can and enjoy the activities.

We will now give you each a Student Test Booklet and a pencil. Leave your booklet closed until I tell you what to do.

<<<<<<<< TRANSLATE AND HELP STUDENTS AS NEEDED >>>>>>

Open your Test Booklet to the page that says "Student Information." We will fill out this page together. Find the line labeled "Student Name." Carefully print your last name, and then your first name.

<<<<<<<< TRANSLATE AND HELP STUDENTS AS NEEDED >>>>>>

Now on the other lines, fill in the rest of the information—grade level, today's date, teacher name, and school. Does anyone have any questions?

<<<<<<<< TRANSLATE AND HELP STUDENTS AS NEEDED >>>>>>

We are now going to begin Part 1 of the test. Look at the next page, page 1.

Part 1 Understanding Statements

Part One is about understanding sentences.

Find the STAR.
The two boxes with pictures is an example of how to do this activity.

Listen carefully.
You will hear a sentence two times.
Listen to the sentence and look at the two pictures.
Then choose the picture that goes with the sentence.

Let's do the STAR Sample together.

Listen to this sentence: "The girl is HAPPY."
"The girl is HAPPY."
Which picture shows a girl who is HAPPY ?

Yes, it is the picture of the girl who is smiling.
See how the PICTURE has been CIRCLED?

<<<<<<< STOP TAPE - TRANSLATE / CHECK STUDENTS' WORK >>>>>>

Good! Now let's look at the next Sample.

Everyone find the FLOWER.
Now look at the two picture boxes next to the FLOWER.
Try this sample by yourself.

Listen to what I say: "The man is WALKING."
"The man is WALKING."
Which picture shows a man who is WALKING?

Yes, now draw a circle around the PICTURE that goes with
"The man is walking."
Does anybody have questions?

<<<<<<< STOP TAPE - TRANSLATE / CHECK STUDENTS' WORK >>>>>>

Let's start the test for Part 1.

LOOK for the PICTURE OF THE HAND writing and find QUESTION #1.

It is important that you listen carefully.
You will hear the sentence two times.
Then, make sure that you draw a circle around the PICTURE that goes with the sentence.
Let's begin the test now.

<<<<< STOP TAPE - TRANSLATE / ASK IF THERE ARE ANY QUESTIONS >>>>

TEST ITEMS

1. There are TWO animals.
   There are TWO animals.

2. There is a SQUARE.
   There is a SQUARE.

<<<<< "TURN TO PAGE 2" >>>>
<<<<< STOP TAPE - See that students turn to page 2 . >>>>

3. The man is COLD.
   The man is COLD.

4. The man is CLEAN.
   The man is CLEAN.

5. The girl has MORE balloons.
   The girl has MORE balloons.

6. They're painting a STRAIGHT line.
   They're painting a STRAIGHT line.

7. The woman is INSIDE.
   The woman is INSIDE.

8. The girl CUTS OUT the flower.
   The girl CUTS OUT the flower.

9. There's an X on the flower.
There's an X on the flower.

10. The road is BUMPY.
The road is BUMPY.

STOP. This is the end of Part 1.

Make sure that you have circled the PICTURES completely and that you have erased any marks that you do not want.

Let's go on to Part 2.
TURN TO PAGE 4 .

<<<<< STOP TAPE / See that students turn to page 4 . >>>>

LANGUAGE ASSESSMENT SCALES

Reading / Writing

Reading Component

Form 2A

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Part 1 Vocabulary

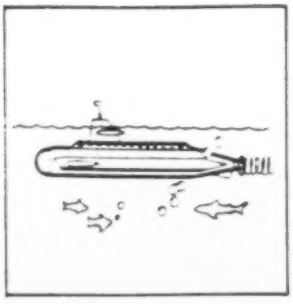
Sample A

A king
B camel
C horse
D truck

Sample B

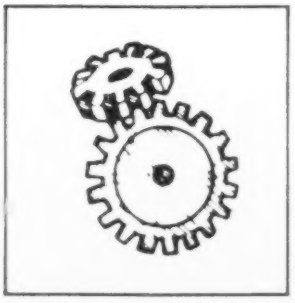
A tree
B chair
C mountain
D telephone

1



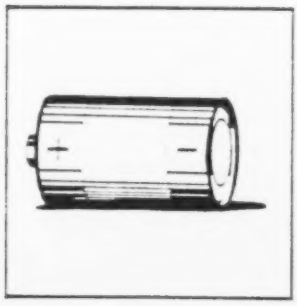
A taxi
B tractor
C submarine
D binoculars

4



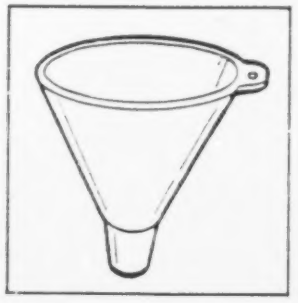
A germs
B gears
C napkins
D icicles

2



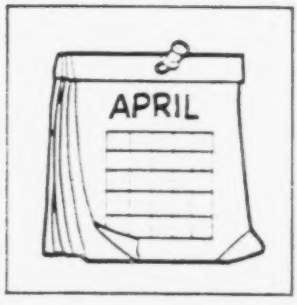
A exit
B anchor
C poster
D battery

5



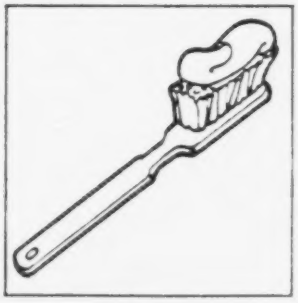
A funnel
B vehicle
C souvenir
D cathedral

3



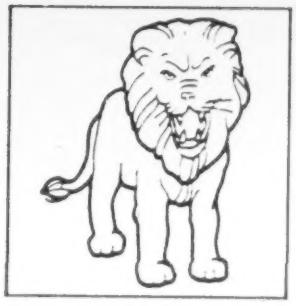
A calendar
B corridor
C horseshoe
D wristwatch

6



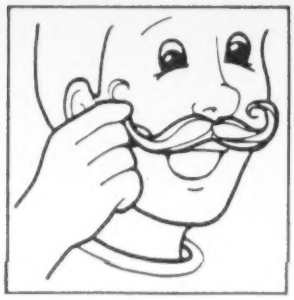
A necktie
B satellite
C doorknob
D toothbrush

7



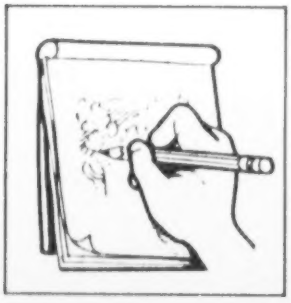
A formal
B ferocious
C civilized
D reassuring

9



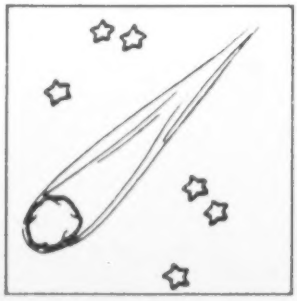
A chisel
B mustache
C mattress
D windshield

8



A type
B kneel
C sketch
D salute

10



A comet
B wharf
C robot
D penguin

STOP

Part 2 Mechanics and Usage

Sample A

Did it rain last night _____

A .
B ?
C '

Sample B

Toni is _____ friend.

A my
B me
C mine

1 The girls have _____ dresses.

A pink
B pinks
C pinkie

2 Tomorrow is _____ 5, 1996.

A jan.
B January
C january

3 Tony _____ speak English.

A cant
B can't
C ca'nt

4 I didn't know her, _____ I helped her anyway.

A or
B for
C but

5 The horse ran _____.

A road
B down road
C down the road

6 The test will be on Friday _____

A :
B .
C ,

7 _____ of these are yours?

A What
B Where
C Which

8 My favorite story is " _____ ."

A The Red Pony
B the red pony
C The red pony

9 _____ Andy or Pete will do it.

A Each
B Either
C Everybody

10 "Grab that thief _____ " the woman shouted.

A .
B ?
C !

11 Put the toys in _____ box.

A that
B these
C those

12 Gloria _____ please make some popcorn.

A ?
B .
C ,

13 Tomorrow will _____ cloudy.

A be
B is
C are

14 "He lost," she said _____.

A sad
B sadly
C sadder

15 The _____ woman is my aunt.

A long
B large
C largely

STOP

Part 3 Fluency

Sample A

Bill's dog doesn't look well.
It must be _____.

A sick
B fine
C happy
D friendly

Sample B

Sherry may not eat dessert until she finishes her _____.

A car
B cook
C radio
D vegetables

---

1 Mrs. Johnson is sick today so my class had a _____ teacher.

A distant
B sincere
C gradual
D substitute

2 You should _____ Mrs. Crab. She's always in a bad mood.

A envy
B claim
C avoid
D spite

3 A police officer came to Irene's house yesterday to _____ the robbery.

A prime
B adjust
C create
D investigate

4 Stop that buzz saw! The noise is _____ to me.

A offering
B annoying
C pleasing
D ignoring

5 That painting must be worth a fortune! It looks like a _____ Picasso!

A fake
B furious
C genuine
D useless

6 The theater was crowded so we sat upstairs in the _____.

A balcony
B barbecue
C settlement
D refreshment

7 Do you have _____ change for the bus?

A exact
B vague
C entire
D slippery

8 Mary didn't have a ruler so she had to _____ the size of her window.

A detail
B permit
C attempt
D estimate

9 You may not have both pieces of candy. You must _____ just one.

A select
B adjust
C threaten
D discourage

10 Monkeys can swing from tree to tree. They are _____ suited for living in the jungle.

A shortly
B monthly
C steadily
D naturally

Part 4 Reading for Information

Sample

John began to dig and he felt his shovel hit something. He kicked the dirt away and saw the top of a metal box. The treasure map had been right!

John was digging with a _____.

A hammer

B shovel

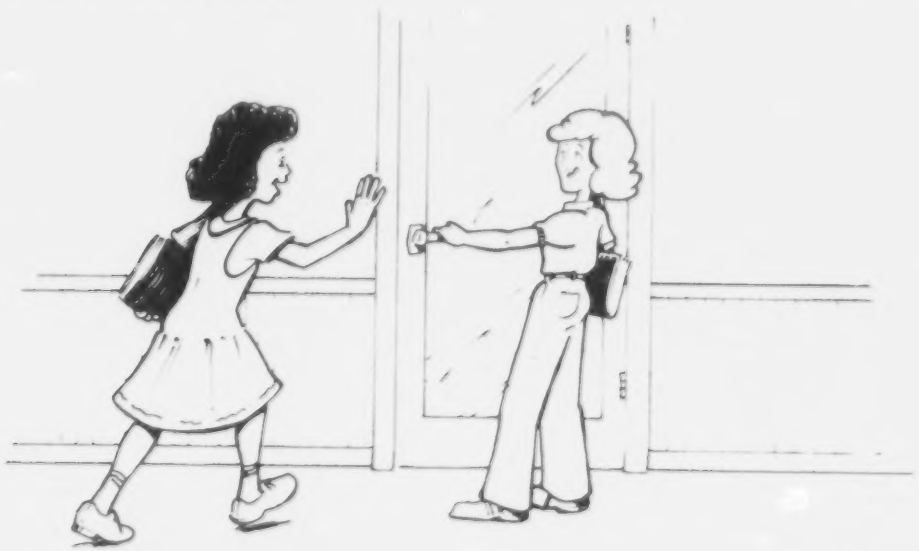
C baseball bat

The First Day of School

It looked as if it was going to be the worst day of my life. I was going to a new school in a new town and I didn't know a soul. Somehow, I got on the right bus. As the driver jerked out into traffic, I dropped my purse. I noticed that all the seats up front were taken and the only remaining seat was in the back, with the boys. I realized that all the girls seated up front were dressed in purple. I was dressed in green and white.

There were so many tall boys hanging on the bars in the back of the bus that I felt as if I was in the middle of a forest. I couldn't get to the door in time and missed my stop. Everyone got off in front of the high school and I had to run back three blocks to the middle school.

I was opening the heavy glass hall door when I heard a familiar voice calling me. "Tonya," she said. "Hi! My dad got transferred to the city, too!" Minerva Tully, my best friend from back home, was running toward me. I laughed so hard I couldn't open the door. Right then, I knew I was on my way up.



1 The girl who is telling the story is named _____ .

A Terry

B Tonya

C Minerva

2 Tonya got on the bus _____ .

A alone

B with her sister

C with her best friend

3 Tonya dropped her purse because _____ .

A the bus jerked

B it was too heavy

C some boys tripped her

4 All the other girls on the bus were dressed in _____ .

A green

B white

C purple

5 Tonya thought she was in the middle of a forest because _____ .

A there were a lot of leaves

B she heard wind in the trees

C the tall boys were like trees

6 The distance from the middle school to the high school was _____ .

A six blocks

B three miles

C three blocks

7 Minerva Tully was Tonya's _____ .

A worst enemy

B old teacher

C best friend

8 Minerva Tully was in the same new school because _____ .

A her mother died

B her father was transferred

C she had always lived there

9 At the end of the story, Tonya was laughing _____ .

A at herself

B at her father

C at her teacher

10 Tonya laughed so hard she _____ .

A cried

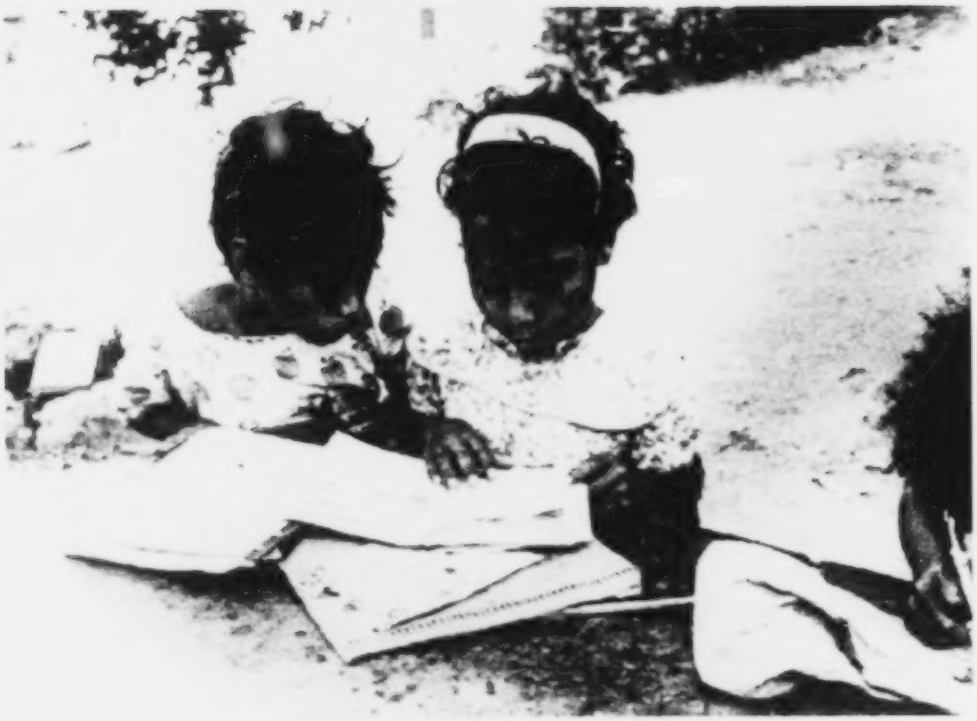
B couldn't open the door

C had to go to the school nurse

Student Test Booklet

First Language Reading Test for the Pacific Language Use in Schools Study

Kosrae State



PACIFIC RESOURCES FOR EDUCATION AND LEARNING

Applied Research and Development
R & D Cadre

Spring 1999

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Student Information

Student Name_____

Last name First name

Grade Level_____

Date_____

Teacher Name_____

School_____

Part 2 Word Boundaries

Part Two is about counting words in sentences.

Find the STAR.
Next to the STAR there are boxes with numbers in them.
Let's look at the numbers in the boxes:

The first box contains the number 1
The next box contains the number 2
The following box contains the number 3
And the last box contains the number 4

These boxes are your answer choices for the STAR Sample.

>>>>>>>>> (STOP TAPE - TRANSLATE) <<<<<<<<<

For this part of the test, you will hear a sentence two times.
Listen carefully and count the words in the sentence.
Then circle the NUMBER of words you hear.

>>>>>>>>> (STOP TAPE - TRANSLATE) <<<<<<<<<

Let's do the STAR sample together.

Listen to the sentence: "We are happy."
Let's listen to the sentence again. "We are happy."

How many words did you hear?

(Pause.) There were 3 words in the sentence "We are happy."
See how the NUMBER 3 has been circled?
Do you have any questions?

<<<<<<< STOP TAPE - TRANSLATE >>>>>>

Now try the FLOWER Sample by yourself.

Find the FLOWER.

Listen to the sentence: "Hello."
Let's listen to the sentence again. "Hello."

How many words do you hear? (Pause)
Now CIRCLE the NUMBER for your answer.
If you circled the Number 1, you are correct. "Hello" is one word.
Circle the Number 1.

<<<<<<< STOP TAPE - CHECK STUDENTS' WORK >>>>>>

Let's start the test for Part 2.
TURN TO PAGE 5 . (Pause for page turning.)

It is important that you listen carefully.
You will hear each sentence only two times.
Then circle the NUMBER of words you hear.
Let's begin the test now.

>>>>>>>>> (STOP TAPE – TRANSLATE DIRECTIONS) <<<<<<<<

TEST ITEMS

1.	Come here.	Come here.
2.	I like it.	I like it.
3.	Good morning	Good morning
4.	His name is Bob.	His name is Bob.
5.	How are you?	How are you?
6.	Did the phone ring?	Did the phone ring?

Stop. This is the end of Part 2.

Make sure that you have circled the NUMBERS completely and that you have erased any marks that you do not want.

>>>>>>>>> (STOP TAPE / TRANSLATE) <<<<<<<<

Let's go on to Part 3.
GO ON TO PAGE 6 . (Pause for page turning.)

Part 3 Sentence Comprehension

Part 3 is about answering questions.

Find the STAR.
Look at the three boxes next to the STAR.
The first box contains the letter A.
The next box contains the letter B.
The last box contains the letter C.
These boxes with the alphabet LETTERS are your answer choices.

>>>>>>>>> (STOP TAPE – TRANSLATE) <<<<<<<<<

Here are the directions:
You will hear a question.
Listen to the question.
Then you will hear three possible answers.
Circle the LETTER that has the best answer to the question.
You will hear the question AND the answer choices two times.

>>>>>>>>> (STOP TAPE – TRANSLATE DIRECTIONS) <<<<<<<<<

Let's do the STAR Sample together.
The question for the STAR Sample is: "Where did Carmen go?"
The answer choices are:
a. to Grandmother's house
b. No, she isn't
c. yesterday morning

Let's listen to it again: "Where did Carmen go?"
a. to Grandmother's house
b. No, she isn't
c. yesterday morning

Which LETTER (A, B, or C) is the best choice to answer the question?
(Pause.) The best answer to the question "Where did Carmen go?"
is A, to Grandmother's house.

>>> (STOP TAPE - HELP, but <<<<
>>> DO NOT TRANSLATE the sample questions and answers) <<<<

See how choice A has been CIRCLED in for the STAR example? Do you have any questions?

>>>> (STOP TAPE / CHECK STUDENTS' WORK) <<<<

Now try the FLOWER Sample by yourself.
Find the FLOWER.

Now listen to the question, followed by the answer choices.
You will hear this two times:

"When will you go home?"

a. Yes, I will.
b. It's where I live.
c. After school.

"When will you go home?"

a. Yes, I will.
b. It's where I live.
c. After school.

Circle the LETTER for your answer. (Pause.)

If you circled the LETTER C , you are correct.
"after school" is the best answer for the question.

>>>> (STOP TAPE - CHECK STUDENTS' WORK / answer any questions) >>>>

Let's start the test for Part 3.

It is important that you listen carefully.
You will hear the question and the answer choices two times.
Make sure that you CIRCLE the LETTER for your answer choice.
Let us begin.

TEST ITEMS

1. Do you like cookies?
   a. chocolate chip
   b. in the cookie jar
   c. Yes, very much

(repeat #1.)

2. When did you get your dog?
   a. a collie
   b. last year
   c. brown and white

(repeat #2)

3. Are you going to eat dinner with us?
   a. Yes, I am
   b. chicken and rice
   c. at our house

(repeat #3)

4. Who are you talking to?
   a. on the phone
   b. my new friend
   c. about my work

(repeat #4)

5. How do they go to school?
   a. five days a week
   b. by bus
   c. at 8:00 in the morning

(repeat #5)

Stop. This is the end of Part 3.
Make sure that you have circled the LETTERS completely and that you have erased any marks that you do not want.

Now let us begin Part 4.
TURN TO PAGE 7 . (Pause for page turning.)

Part 4 · Story Comprehension

Part 4 is a test about understanding the correct order of a story.

Find the STAR.
Let's look at the STAR Sample. It is a story called POTATO SOUP.

Now, do you see the letter A ?
And do you see the four picture boxes next to the letter A ?
This is one GROUP of story pictures. This is ANSWER CHOICE A.
Do you see the letter B ? and the four picture boxes next to the letter B ?
This is another group of story pictures. This is ANSWER CHOICE B.
Do you see the letter C ? and the four picture boxes next to the letter C?
This is another group of story pictures. This is ANSWER CHOICE C.
Do you see the letter D ? and the four picture boxes next to the letter D ?
This is another group of story pictures. This is ANSWER CHOICE D.

A, B, C, and D, are your answer choices.
Each group of story pictures shows the story in a different order.

>>>>>>>>> (STOP TAPE – TRANSLATE) <<<<<<<<<

Here are the directions:

First, YOU WILL HEAR A STORY
Then, YOU MUST CHOOSE ONE GROUP of story pictures that shows the story in the way it was told.
There are FOUR GROUPS of story pictures to choose from, (A,B,C, or D)
BUT Only ONE GROUP of story pictures shows the story in the correct way.

>>>>>>>>> (STOP TAPE – TRANSLATE DIRECTIONS) <<<<<<<<<

YOU MUST DRAW a circle around the LETTER (A,B,C, or D) that is next to the group of pictures that best matches the story.

>>>>>>>>> (STOP TAPE - TRANSLATE) <<<<<<<<<

Let's do the STAR sample together.

FIRST, listen to the STORY.

(sample STORY – POTATO SOUP)

Last spring Mr. Winkle planted some potatoes in his garden. The potatoes grew and grew. In the fall, Mr. Winkle dug up the potatoes and made vegetable soup. The soup had carrots and peas and tomatoes and potatoes. "I can't eat this soup all by myself," Mr. Winkle said. So he invited all his neighbors over to help him eat it up.

Would you like to hear the story again?
Let's listen to the story one more time before choosing an answer.

(REPEAT sample STORY – POTATO SOUP)

Now, look again at the 4 answer choices for the story POTATO SOUP.
The choices are: A, B, C, and D.
Which choice shows story pictures in the way the story was told?

>>>>>>>>> (STOP TAPE – TRANSLATE DIRECTIONS) <<<<<<<<<

See the circle around the LETTER D ?
The letter D is the correct answer choice because that group of pictures shows the story in the correct order.

>>>>>> (STOP TAPE - CHECK STUDENT'S WORK) <<<<<<

Now let us do another Sample.
TURN TO PAGE 8 . (Pause for page turning.)

Find the FLOWER Sample.
Do the FLOWER Sample by yourself.

The title of the STORY is THE GIANT WHO NEEDED GLASSES.
First, look at the 4 GROUPS of answer choices.

>>>>> (STOP TAPE / HELP WITH STUDENTS' WORK) <<<<<<<

Now, listen to the STORY – THE GIANT WHO NEEDED GLASSES

One day when Michael was playing, he saw a giant coming through the trees. Then the giant ran into a tree and fell down. "Are you all right, Mr. Giant?" Michael asked. "Yes, but I guess I didn't see that tree," the giant answered. "Maybe you need glasses," Michael said, and he took his new friend to the eye doctor. The giant got some glasses and he was very happy because he didn't fall down anymore.

Now, look at the answer choices for the story.
You will hear the story one more time before you choose your answer.

LISTEN again to the STORY - THE GIANT WHO NEEDED GLASSES

(REPEAT STORY – THE GIANT WHO NEEDED GLASSES)

Which of these choices shows the story pictures in the correct order?
Draw a circle around your answer.

>>>> (STOP TAPE – HELP, BUT DO NOT TRANSLATE STORY) <<<<

If you circled C, you are correct. "C" is the best answer for the story.

Now let us begin the test for Part 4.
GO ON TO PAGE 9 . (Pause for page turning.)

LISTEN to STORY #1 - THE COMPUTER THAT WON A PRIZE

One night Larry fell asleep at his computer while he was doing his homework. When he woke up and looked at the screen, he saw that the homework had been done. "Wow, I'll never have to do my homework again! My computer can do it!" The next night the same thing happened.

Larry took his computer to school to show his class, but when they tried to have the computer do their homework, the computer just sat there blinking, WAITING FOR INSTRUCTIONS. TELL ME WHAT TO DO.

"Gee," Larry said, "I must have done the work before I fell asleep." "That's right," the teacher said. "Computers don't think; they just do what they're told."

Then the teacher gave Larry a prize for sharing his computer. She also gave a prize to the computer, for helping Larry.

LET'S LISTEN TO STORY #1 one more time.
(Repeat STORY #1 THE COMPUTER THAT WON A PRIZE)

Now look at the answer choices for STORY # 1.
Which of these choices shows the story pictures in the correct order?
Draw a circle around the LETTER of your choice.

Your teacher will check to see that you are on the right page.

>>>> (STOP TAPE – TRANSLATE DIRECTIONS) <<<<

Now TURN TO PAGE 10 . (Pause for page turning.)

NOW LISTEN TO STORY #2 - ANGELINA'S UNCLE

The first time Angelina saw her uncle, she was only six years old. One night someone knocked on the front door. A big man with dark hair and brown eyes came in, hugged Angelina's father, and smiled at everyone else. He had a big guitar in a black case. He said, "Angelina, will you hold my guitar? I want to eat dinner." Angelina sat at the table, too, and watched her uncle. His big mustache moved up and down when he chewed his food.

After dinner, her uncle played songs and her father danced in the living room, waving his big, white handkerchief. Everyone clapped hands in time to the music. Angelina's uncle played so many songs, she began to fall asleep. Eyes shut, she listened to the guitar and to her mother's voice, singing softly. And Angelina remembered that night for the rest of her life.

LET'S LISTEN TO STORY #2 one more time.

(Repeat STORY #2 ANGELINA'S UNCLE)

Now look at the answer choices for STORY # 2
Which of these choices shows the story pictures in the correct order?
Draw a circle around the LETTER of your choice.

STOP. This is the end of Part 4.

Make sure that you have circled the LETTERS completely and that you have erased any marks that you do not want.

THIS IS THE END OF THE TEST.

Good job!
We will now collect your test booklets.

Kosrae_test.doc
4/28/99

Part 1 Sound Symbol Correspondence

b	t	k	d

m	p	r	n

Test begins here

1.	k	l	f	t

2.	n	sr	p	r

3.	t	m	k	l
4.	n	l	m	ng
5.	w	t	p	k
6.	n	ng	m	p
7.	r	n	m	ng
8.	r	s	k	sr
9.	n	r	nw	m

10.	t	y	k	ng
11.	p	s	t	sr
12.	tw	k	r	t
13.	l	p	pw	k
14.	w	nw	r	m
15.	ng	n	k	r
16.	t	p	k	b

17.	mw	n	m	t
18.	m	n	s	ng
19.	t	f	p	k
20.	l	f	s	r
21.	r	l	sr	s
22.	m	f	mw	n
23.	ng	r	t	k

24.	k	r	l	p
25.	sr	l	s	k
26.	m	n	pw	p
27.	s	k	l	t
28.	w	nw	m	s
29.	k	m	r	n
30.	l	y	n	r

Part 2 Picture Vocabulary

Example

A	B
mumu	fahfah
yihyih	pahpah
susu	lahlah
nunu	rahrah

Test begins here

1.	2.
kulul	pik
ilul	kik
mukul	sihk
kuluk	lihk

3.

wohn

won

woht

wan

6.

sitsit

nitnit

litlit

mitmit

4.

tuhla

puhla

ola

pala

7.

weah

siah

niac

tiac

5.

nien oak

nien op

nien fan

nien mas

8.

af

ef

uf

ahk

9.

lafuh

sahfuhl

tahfuh

tahpuhl

12.

titi

fihti

luti

riti

10.

noa

koa

loa

na

13.

us

ul

ut

uf

11.

unohn

imohm

inum

itul

14.

fuhlwact

fuhlahk

fuhlwack

fihlack

15.

tipat

tipis

tipucl

tihpihr

18.

ulul

ungung

ukuk

usrusr

16.

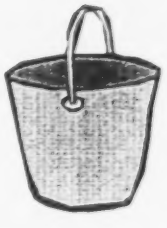
kahskahs

nwacsnwacs

sahsahs

pahspahs

19.



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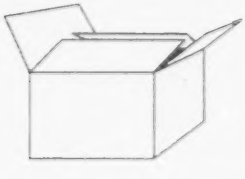
17.



sohk

pohk

mohk

pok

20.

tahttaht

mahkmahk

pahtpaht

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21.

epal

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engan

epang

22.

muhna

muhta

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23.

ohlohl

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finohl

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24.

sihm

nihm

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kihm

25.

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26.

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27.

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pihsac

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31.

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lwemtawi

lwenelihk

lihkihnsac

32.

pol

pohl

pohk

tol

Part 3 Reading Comprehension

Kun ac Alik

Kun ac Alik kawuck na wowo. Eltahl luhngse ahyah ik. Eltahl som _____ tun ahsack ik na puhkantwen. Eltahl _____ itut in ik na loes soko. _____ kihtwaclihk itut soko ah nwacl Kun tahfuh ac nwacl Alik tahfuh.

Test begins here
Story 1

Mukwikwi Masa El Oruh

Masa el yac singucul luo. El tuhlihk mukul na wo ke orekma se. El arulacna wo ke lutlut ac _____ el mwekihn. El mwekihn oruh el _____ wi ana sramsram nuh sin mwet _____. Sucu lal muhkwena pa el kuh _____ wi sritacl kuh sramsram nuh sin _____ uh. Orekma lal Masa uh pa _____ won ac ti etong. Lotutacng nuhkwewa _____ ac kihteyac won nahtuhl ah na _____ tuhfah som nuh ke lutlut ac. _____ lutlut ac el ac muhkwena fasr _____ inimac ah. El fin ac tiac _____ etong na elac orek sruhf in

_____. Kuhtuh pacl uh elac som yihyih _____ orek oak infacl ah. El arulacna _____ ke elac muhkwena uh.

Story 2

Nena El Mwet Alken Se

Nena el pahpah alken se. El muhta fin tuhka se. El, muhtwacn se kiacl, ac tuhlihk luo nahtuhltahl tuhkweni muhta fin tuhka se _____. El luhngse imac ac pahtuhr.

Sie _____ ah, Nena el som sukok mongo _____ imac se lal ah. El fahsr _____ fototoyang nuh ke imac in kuhtak _____ lal na el ngetlah tuh liacack _____ soko. Pik soko kang kuhtak ke _____ se lal ah. Nena el yuclac _____ twe sang mitmit nahtuhl ah pakiac _____ soko ah. El enganwack ke pik _____ ah. El twelack sripacp in kuhtak _____ na us som wi pik soko _____. El som tuh oraclac um

se. _____ sun mongo in ekuh se laltahl _____ mweyen pik um sang acnte kuhtak _____. Sucu arlac enganwack.

Story 3

Notwe El Follah

Sie lwen ah Notwe el kahsruh ninac kiacl ah oruh sup se nwacltahl. El sang supun yohk se ahruhk _____ ac twe toklah tuhp in sup _____ usriac la niacl. Ke srihpen fol _____ sup sac pwacnwacng in sa na _____ lwac ne ma follah ah. Notwe _____ tuhng mweyen el puhla waek. El _____ ac pahnglol pahpah ac ninac in _____.

Yohk pahkomuhta lal pahpah ac ninac _____ Notwe pwacnwacng pahpah el sa na _____ suk ono ma fal in sang _____. Pahpah el suhlahklahk na som twelack _____ oa, use. El sap ninac el _____ sra oa el use ah. Eltahl

_____ kaki in akmuhsra nuhke sra oa _____ tuktuki ac na sang apihsyac lwac _____ ma follah ah. Upac waek lal Notwe _____ el tohtohlah ne motullac. El tiac _____ puhla ke onoiuck niacl ah. Lwen _____ tohkoh fahlac ono sasuc ituckyang nuhke _____ se ke niacl Notwe ah. Tukun _____ se na mahlah niacl Notwe. Tiac _____ ikeyucki kuh sruhpsringyak acn se ma _____ ke niacl Notwe ah.

Story 4

Yohk Srihpac Luhn Kof Uh

Ke lusen malem luo kuhtuh ke muhtuhn yac 1992, wacngihn af fin acn Kosrae. Ke srihpac se inge, pwacnwacng in _____ kof, ac upaclah fol fin acn Kosrae. _____ kain in ma sikyak ke srihpen _____ luhn af ac upac luhn fol _____ acn Kosrae. Kuhtuh pac luhmah, kuh _____ ma sikyak an pa sie, paholah _____ uh pwacnwacng in upaclah ke yokyok _____ sie kain in fukun sahk; ahkluo, _____ in kof oruh srihkeni kof in _____ nihmen mwet puhkantwen fin acn Kosrae. _____ pac kof in owo ac yihyih _____ mwet puhkantwen pac ke srihpen kuhtuh _____ fin acn Kosrae uh mihnlac kuh _____. Mwet nuhkwewa

kahsruhsr nuh wan in _____ acn ma asr infacl we kuh _____ ma asr kof we. Puhkantwen pac _____ kal ke oak okoacltahl ah nuh _____ in sukok kof pac. Ma inge _____ ahkkahlwemye nuh sesr lah KOF uh _____ yohk srihpac nuh sin mwet uh.

Story 5

Notwe El Tuhlihk Muhtwacn Na Wo Se

Notwe el tuhlihk muhtwacn se. El yac ohnkohsr ac el tuhlihk sefanna ke sucu lal ah. El arulacna alken ac etuh orekma. _____ luhngse mukuikui in kahsruh pahpah tuhmwacl _____ ac ninac kiacl ah. Ke srihpac _____ inge pwacnwacng el arulacna muhi ke _____ uh. Pahpah tuhmwacl ah arulacna pwacr _____ ac luhngse el. Ninac kiacl ah _____ sel ac luhngse pac el. Notwe _____ etuh in kuhlwacnsap nuh sel pahpah _____ ninac. Kuhtuh pacl uh Notwe el _____ ninac kiacl ah ke pacl el _____ mongo uh. El kahsruh pac in _____ ahluh fohkfohk ma oasr tukun eltahl _____ tari. El etuh pac

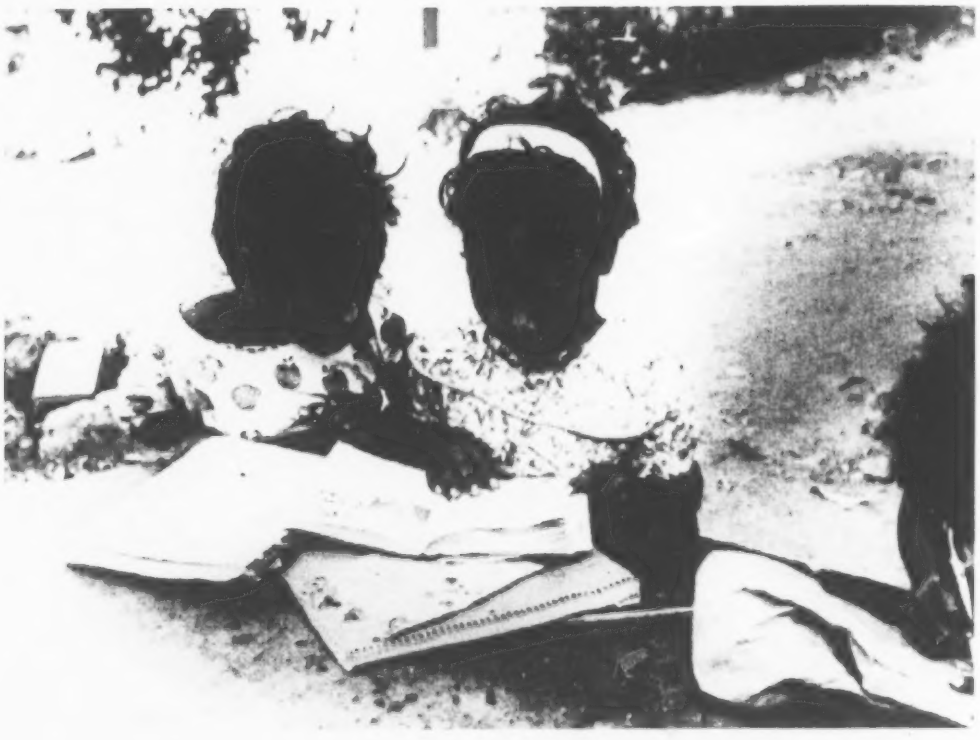
ahknwacsnwacs lihkihnum _____ lun lohm. Kuhtuh pac pacl uh Notwe _____ kahsrel pahpah ke pacl el oruh _____ luhn mukul. El kahsrel in tahfweacng _____ in patpuct ke pacl pahpah el _____. El kahsrel pac in utiac kof _____ pacl pahpah el twem mitmit nahtuhl _____.

Ke el luhngse orekma in lohm _____ oruh el arlac etuh orekma. In _____ ac el pa suhmaht ac irpiht _____ kuhlahs se laltahl ah. Pahpah ac _____ kiacl ah kulohi tuhlihk se nahtuhltahl _____ meyen el suhmaht ac el tuhlihk _____.

Administration Manual

First Language Reading Test for the Pacific Language Use in Schools Study

Kosrae State



PACIFIC RESOURCES FOR EDUCATION AND LEARNING

Applied Research and Development
R & D Cadre

Section 1

Preparation

Preparation by the Administrator

Before administering the test, become thoroughly familiar with the test content and the directions for administration. Study the information and share it with those who will be helping to administer the test. The following guidelines and procedures are suggested to help plan and conduct the testing sessions.

- Check that there are enough Test Booklets, pencils, and erasers. (provided)
- Inform the Principal of the test day and time so that interruptions and noise are kept at a minimal. If necessary, post a "Testing—Do Not Disturb" sign on the door. (provided)
- Make sure the physical conditions for all students in the testing room are satisfactory. There should be adequate lighting for all students, and students should be seated so that there is enough space between them so that they work independently.
- Have all materials assembled for quick distribution. Materials for each student include:
  - One test booklet
  - Sharpened pencil(s)
  - Erasers
- The day before, read the directions for completing the student information data, marking the answers, and administering the test.
- Become familiar with the test content by taking the test and rehearsing its administration.
- When testing follow the specific directions for administering each subtest. Be precise. Demonstrate the directions either by illustrations on a chalkboard or by pointing to a Test Booklet.
- Allow time for questions before beginning the testing session.

- Make sure that the students understand what they are to do before starting the test.

- Monitor the students to be sure each student is marking the answers properly in the Test Booklet. Students should mark only one response for each item and should erase completely any changed or incorrect response.

Preparation of the Students

It is important that students anticipate the tests with interest rather than with anxiety. They should realize that they are taking a reading test that will provide information about the skills they have already learned. Prepare students for testing and establish a relaxed atmosphere in the following ways:

- Try to speak in your native language when administering the test, so students are thinking in that language.

- Tell students that some items are more difficult than others, and some material may be new to them. They should not worry about these questions.

- Reassure students that they will be given enough time to complete the test.

- Emphasize that the test requires no special preparation.

- Ask them to do their best

Testing Cautions

Language of Administration: The general instructions for the test and for each section of the test may be given in whatever language, mixture of languages, or dialects necessary for the student to understand what is required. The examiner may talk to the student in his or her first language (or in a combination of English and the home language) when necessary. **However, actual test items must not be translated!**

Coaching: Make sure that all students understand the directions for taking the test. The administrator may assist students with mechanical tasks, such as helping students find the correct place. However, the administrator should not provide assistance that will inadvertently indicate an answer, such as pointing out the reasoning behind an item. Remember that this is a testing situation, not a learning activity. **Do not tell students the correct response to any item except sample items.**

Guessing: Encourage students to attempt all items, even those with unfamiliar content. Students should be asked to "make your most careful choice" for each item and then to go on. Avoid using the term guessing, as this may lead to random marking. Encourage students not to spend too much time on any one item. Should a particular item be difficult for a student, he or she should be encouraged to move on to the next item. If time remains within a subtest, the student may go back to the item(s) that were troublesome.

Irregularities during testing: During test administration irregularities may occur. Some of these can result in individual or group performance that is not valid. Make a note of any irregularities or problems involving individual students, such as marking multiple responses to test items, marking responses at random, experiencing sudden illness, having to leave the room, or becoming unduly disturbed by the testing situation. In addition, identify any student with a physical handicap that might in some way affect his or her performance on the test. Also note any unusual interruptions or distractions that might affect the entire group.

Time Limits

The test may be administered all in one sitting or in three separate sittings, one for each section of the subtest.

It is important that the users of this test are restricted to only those who are qualified educators, and who have obtained permission from the Authorizing Authority, in this case, Pacific Resources for Education and Learning (PREL). Test users are required to use the test properly and with care. Reduplication of the test items by machine or by hand is strictly prohibited except where special permission is obtained from PREL, Applied Research and Development Unit. Discussion of test contents, which might involve the security of the test, is also prohibited.

Section 2

Administration

General Directions

This manual is designed for use with the First Language Reading Test for the Pacific Language Use in Schools Study. To ensure reliable results, specific directions for administering each part of the test should be followed exactly.

Please read these directions before administering the test. Material to be read aloud to the students is preceded by the word SAY and printed in red so that they stand out from the black text.

When ready to begin testing, read these directions as they are written, using a natural tone and manner. Please translate these instructions into the language that students will understand. If necessary, you may supplement the directions with your own explanations but do not give help on specific test questions.

If you make a mistake in reading a direction or question, stop and say, "No, that is wrong. Listen again." Then read the direction or question again.

Make certain that you have a copy of the student materials for demonstration purposes. At the beginning of the test, students will fill in some of the identification information in their Test Booklets. It may be helpful to have a sample of this part of the page drawn on the chalkboard with information correctly entered (first and last name, grade level, date, teacher, and school).

Student Identifying Information

Be sure all desks or tables are cleared of books and other materials not needed for the test. Before distributing the Test Booklets,

SAY You are about to take a reading test to see how well you know about letters and their sounds. It is not going to be used to give you a grade, but it is important that you do your best work. Some of the activities will be easy for you and some will be harder. Don't worry about the ones that seem hard—just do the best you can and enjoy the activities.

I will give you each a Student Test Booklet. Leave your booklet closed until I tell you what to do.

Distribute one Student Test Booklet to each student. Also distribute pencils and erasers to all students.

SAY Open your Test Booklet to the page that says "Student Information." We will fill out this page together. Find the line labeled "Student Name." Carefully print your last name and then your first name.

Give help as needed.

SAY Now on the other lines, fill in the rest of the information—grade level, today's date, teacher name, and school. Does anyone have any questions?

Answer students' questions. Refer them to the chalkboard if you have written identification information there. While students are filling in the information, walk around the room to see that they are following instructions. Give help as needed. When all students have finished,

SAY We are now going to begin Part 1 of the test. Look at the next page, page 1.

Specific Directions

Part 1 Sound Symbol Correspondence

SAY Find the star. The boxes with letters is an example of how to do this activity. Listen carefully.

Pause

SAY I am going to read you some words. Listen to the words and look at the letters carefully. Circle the letter at the beginning of the word I say.

Read the first set of sample words.

SAY Kaho, Kaho

Example:

b	t	k	d

SAY Which letter is at the beginning of the word "kaho?" **(Pause).** Yes, k. "Kaho" begins with the letter k and has the sound "kuh." Circle the letter k.

Walk around the room and check the students' work.

SAY Good! Now let's look at the second example. Everyone find the flower. The letters in these boxes are for the next word. Listen.

Read the second set of sample words.

SAY Pahl, Pahl

Example:

m	p	r	n

SAY Which letter is at the beginning of the word "pahl?" **(Pause).** Yes, "pahl"begins with p and sounds like "puh." Circle the letter p.

Walk around the room and check students' work.

SAY Does anybody have questions? Okay. Now we will begin the test. I will say the words only two times. It is important that you listen carefully. Let's begin.

Wait about 3 seconds before repeating each word.

1. fihti **(wait 3 seconds)** fihti
2. ros **(wait 3 seconds)** ros
3. lohm **(wait 3 seconds)** lohm
4. mos **(wait 3 seconds)** mos
5. ton **(wait 3 seconds)** ton
6. nes **(wait 3 seconds)** nes
7. ngoe **(wait 3 seconds)** ngoe
8. susu **(wait 3 seconds)** susu
9. nwek **(wait 3 seconds)** nwek
10. yot **(wait 3 seconds)** yot
11. sra **(wait 3 seconds)** sra

12. twek (wait 3 seconds) twek
13. pwepuh (wait 3 seconds) pwepuh
14. wihs (wait 3 seconds) wihs
15. kosro (wait 3 seconds) kosro
16. pihsr (wait 3 seconds) pihsr
17. nwek (wait 3 seconds) nwek
18. nguhn (wait 3 seconds) nguhn
19. ful (wait 3 seconds) ful
20. luhf (wait 3 seconds) luhf
21. sahk (wait 3 seconds) sahk
22. mah (wait 3 seconds) mah
23. tuh (wait 3 seconds) tuh
24. rek (wait 3 seconds) rek
25. sroal (wait 3 seconds) sroal
26. pwenu (wait 3 seconds) pwenu
27. kuhtak (wait 3 seconds) kuhtak
28. wac (wait 3 seconds) wac
29. nu (wait 3 seconds) nu
30. yol (wait 3 seconds) yol

SAY Stop. This is the end of Part 1. Make sure that you have circled the letters completely and that you have erased any marks that you do not want.

How long did this subtest take? (_____ minutes)

Let's go on to Part 2.

Part 2 Picture Vocabulary

SAY Part 2 is a word reading test. Turn to page 6. In this part you will see pictures and some words to choose from. Study the pictures very carefully, and then read the words next to each picture. Circle the word that best represents the picture. Let's do some examples together.

mumu

yihyih

susu

nunu

SAY Look at the picture for Example A. Let's read the words next to the picture together. "mumu, yihyih, susu, nunu ." Good. What word matches the picture? (Pause). Yes, "susu" is the same as the picture. Let's all circle the word "susu." Do you have any questions?

fahfah

pahpah

lahlah

rahrah

SAY Now, let's look at Example B together. Look at the picture and read the words. Which word matches the picture? Who can guess? **(Call on anyone who raises his/her hand).** What is the word? Very good. The word is "pahpah" "Pahpah" and the picture are the same. "Pahpah" is the name of the picture for Example B. Circle the word "pahpah." Do you have any questions? Do you understand what to do? Remember to look at the picture and read the words silently to yourselves. Then, circle the word that names the picture. The test begins below the picture of the hand.

You may begin the test now.

When the last student has finished, stop. How long did this subtest take?
(_____ minutes)

SAY Stop. This is the end of Part 2. Make sure that you have circled the words completely and that you have erased any marks that you do not want.

Let's go on to Part 3.

Part 3 Reading Comprehension

SAY Turn to page 12. This is a test to see how well you can read and predict what will come next in a story. Read this story to yourself about "Kun ac Alik." Write a word that makes sense in each blank. When you are finished, re-read the story to make sure it sounds correct. You might want to change your answer. If you decide to do so, erase the word completely. Then write the new word in the blank. Let's do this example together.

Are you ready? Now let me read the story with the blanks, and see if we can fill in the missing words. Read along silently in your test booklet while I read aloud. Try to write the word that makes the most sense.

Kun ac Alik

Kun ac Alik kawuck na wowo. Eltahl luhngse ahyah ik. Eltahl som

_____ tun ahsack ik na puhkantwen.

What is the missing word? **(Let the class guess. You might want to write their guesses on the board and review each word with the class.)** "ahyah" is the missing word. **(Discuss with students alternative words and why they do not make sense.)**

Now let's try the next sentence.

Eltahl _____ itut in ik na loes soko.

What is the missing word? The correct word is "oraclah." **(Discuss with students alternative words and why they do not make the most sense).** Look at the next sentence.

_____ kihtwaclihk itut soko ah nwacl Kun tahfuh ac nwacl Alik tahfuh.

What word is missing?
(Let the class guess. You might want to write them on the board and review each word with the class. Discuss with students alternative words and why they do not make sense.) "Eltahl" is the word that makes sense.

Are there any questions? You may turn the page and begin work. Try to read and fill in as many stories as you can. When you come to the STOP sign at the end of page 22, put your pencils down and close your Test Booklet.

How long did this subtest take? (_____ minutes)

After administering the test, please answer the following questions:

1. Were there parts that were too difficult for the students? If so, which parts?

2. Were any of the directions confusing? Please tell us how to improve them.

3. How much of this entire test can the average second grader do without feeling overwhelmed?

4. Did you administer the test in one session or three separate sessions?

Thank you for you help. Please return the students' tests and these directions as soon as possible to PREL staff for immediate delivery to Honolulu.

PLUS Study Student Questionnaire

Student _____ School _____

Teacher _____ Grade _____

1. What is the highest level of school your **father** or male guardian went to? (✓Check one.)

   ❑ Elementary school ❑ High school ❑ College or university

2. What is the highest level of school your **mother** or female guardian went to? (✓Check one.)

   ❑ Elementary school ❑ High school ❑ College or university

3. Does your family regularly get a **newspaper** at home? (Circle one.)

   △ Yes □ No

4. On a school day, about **how many hours** do you usually watch TV or video outside of school hours? _____ Hours

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5. About **how many books** are there in your home?(✓Check one.)

❑ None ❑ 1 - 10 ❑ 11 - 50 ❑ 51 - 100 ❑ more than 100

6. How many of the following things can be found at your home? (Circle all items that apply)

Car

Bicycle

Walkman

Camcorder

Telephone

Television

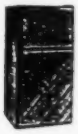
Computer

Microwave

Encyclopedia

Calculator

Motor Boat


Refrigerator

Video recorder (VCR)

Typewriter

Clothes dryer

7. Do you have a specific place to study in your home? (Circle one)

△ Yes □ No

8. How good are you at reading? (Circle one)

□ Low ✧ Average △ High

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9. Last week, how many people including yourself lived in your home?

_____ People

10. Who lives in your home with you? (Circle all that apply.)

Father

Mother

Sister

Brother

Grandparents

Other Relatives

11. Do you speak any language **other than English** at home? (Circle one)

△ Yes □ No

12. What was the first language you learned to speak? Your teacher will help you write your answer.

_____

13. How well do you **understand** that language when it is spoken to you? (Circle one)

□ Low ✧ Average △ High

14. How well do you **speak** that language when it is spoken to you? (Circle one)

Low Average High

15. How well do you **read** that language? (Circle one)

Low Average High

16. How well do you **write** in that language? (Circle one)

Low Average High

17. Do you learn to read and write that language in school? (Circle one)

Yes No

18. How often do people at **home** read to you in that language? (Circle one)

Never Not very often Sometimes Almost every day

19. How often do you **speak** English at home? (Circle one)	X Never	☐ Not very often	✧ Sometimes	△ Almost every day
20. How well do you **understand** spoken English? (Circle one)	X Not at all	☐ Low	✧ Average	△ High
21. How well do you **speak** English? (Circle one)	X Not at all	☐ Low	✧ Average	△ High
22. How well do you **read** in English?(Circle one)	X Not at all	☐ Low	✧ Average	△ High
23. How well do you **write** in English?(Circle one)	X Not at all	☐ Low	✧ Average	△ High

24. How often do people at **home** read to you in **English**? (Circle one)

X Never | ☐ Not very often | ✧ Sometimes | △ Almost every day

25. Is there a public library that you can go to? (Circle one)

△ Yes | ☐ No

26. How often do you borrow books from a school or public library? (Circle one)

X Never | ☐ Not very often | ✧ Sometimes | △ Almost every day

27. What do you most often read aloud when you are not at school? (Circle only one.)

Newspapers

Books

Letters

Words on TV

Magazines

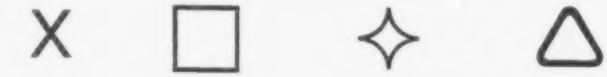
Bible

I don't read at home

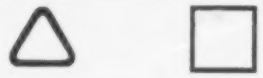
28. How often do your parents or other people at home ask you what you have been reading at school? (Circle one)

29. How often do you get <u>reading homework</u>? (Circle one)

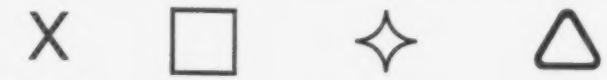
30. How often do you read books for fun? (Circle one)



31. Did you read a book for fun last week?(Circle one)



32. In school, how often do you read **textbooks** in reading or language class? (Circle one)



33. In school, how often do you read **storybooks** in reading or language class? (Circle one)

34. In school, how often do you use **workbooks** in reading or language class? (Circle one)

35. In school, how often do you **copy** words and sentences from the board? (Circle one)

36. How often do you use dictionaries and encyclopedias for school work? (Circle one)

37. Do you have a favorite book? (If so, write the title below.)

_____

PLUS Study Teacher Interview

Teacher _____ Entity _____

School _____ Grade _____

Interviewer _____ Date _____

1. What language was spoken in your home when you were a child?

   ___ English ___ Other (Specify) _____

   _____

2. What language do you feel most comfortable speaking?

3. What is the ethnicity/race you identify yourself as?

4. Prior to becoming a teacher, did you attend a teacher education program? Where?

5. Do you hold special certification as a language arts teacher (including all types of certification)? Describe what you had to do to get this certification.

6. Do you hold any special certification for teaching English as a second language (ESL) or other English language development certification? Describe what you had to do to get this certification.

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7. How many students in this class need remedial help in reading? _____

8. How many students in this class do not speak English as their first language?

_____ Students

9. How much time per school week is typically devoted to **language arts instruction** (including reading, writing, speaking, literature, listening, and other language skills)?

____ hours and _____ minutes per week for English
____ hours and _____ minutes per week for _____language

10. What language do you use most during language arts instruction? _____

11. How much of this time per school week is typically devoted to the teaching and practice of **reading** for this class?
____ hours and _____ minutes per week for English
____ hours and _____ minutes per week for _____language

12. What language do you use most during reading instruction? _____

13. Do you provide a reading lesson every day? If not, how often per week?

14. Describe a typical reading lesson. What sorts of activities do you have your students participate in?

15. What materials or text books do you use for reading instruction? Are they in English or in other languages? Did you choose the textbooks or were they adopted for school, district, or department/ministry-wide use?

16. How do you encourage students to read outside of school?

17. How do you adapt English language materials/textbooks in any way for students who are not native English speakers? How?

18. How do you divide the students in this class into groups for reading instruction?

19. Do you provide students time during the day to read independently a book of their choice? If so, how much time and how often?

20. Do you assign homework in reading to this class? How often?

21. Do you have a classroom library (i.e., a small book or magazine corner in your classroom)?

22. How often do students use the classroom library?

23. Can students borrow books to take home from the classroom library?

24. Is there a school library in your school?

25. How often does your class visit the school library?

26. What sorts of activities do students participate in at the school library?

27. What strategies, techniques, or methods do you use to develop students' English language skills?

28. How do you help students who do not understand English to comprehend the English language arts lesson?

PLUS Teacher Survey ©

PROFESSIONAL INFORMATION

Name _____

School _____

Entity _____

Date _____

Grade _____

Your Gender:

- ☐ Female
- ☐ Male

Number of students in each grade you teach reading/language arts?

- Kindergarten _____
- Grade 1 _____
- Grade 2 _____
- Grade 3 _____
- Grade 4 _____
- Grade 5 _____

Number of years teaching at your current grade level(s) _____

Number of years at your current school? _____

Total number of years teaching in grades K-8? _____

Your Position:

check all that apply

- ☐ General Classroom Teacher
- ☐ Reading Specialist
- ☐ Special Education Teacher
- ☐ Bilingual Teacher
- ☐ ESL Teacher
- ☐ Other _____

Your Education:

check highest applicable level

- ☐ AA
- ☐ BA
- ☐ BA + 15
- ☐ MEd/MA
- ☐ MEd/MA+
- ☐ Ed Specialist
- ☐ Doctorate

How many reading/language arts courses have you taken at colleges or universities? _____

When did you take your most recent course?

- ☐ Within the last year
- ☐ Between 1 and 3 years ago
- ☐ Between 3 and 7 years ago
- ☐ More than 7 years ago

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1. USE OF CURRICULUM MATERIALS

For the students you teach, indicate how many minutes per week you use the following types of materials for reading/language arts instruction.

	MINUTES PER WEEK circle one rating per item				
	0 minutes	About 15 minutes	About 30 minutes	About 45 minutes	60 minutes or more
Little predictable/ decodable books	0	15	30	45	60
Phonics materials	0	15	30	45	60
Basal reader anthologies	0	15	30	45	60
Workbooks	0	15	30	45	60
Fiction trade books	0	15	30	45	60
Non-fiction trade books	0	15	30	45	60
Content area textbooks	0	15	30	45	60
Reference books	0	15	30	45	60
Magazines	0	15	30	45	60
Newspapers	0	15	30	45	60
Student publications	0	15	30	45	60
Educational software	0	15	30	45	60

2. TIME SPENT ON READING/LANGUAGE ARTS INSTRUCTION

Indicate how many minutes per week you devote to the following reading/language arts activities.

		MINUTES PER WEEK (circle one rating per item)				
		0 minutes	About 15 minutes	About 30 minutes	About 45 minutes	60 minutes or more
Emergent literacy	**Concepts of print** (left to right, title page, etc.)	0	15	30	45	60
	Letter identification	0	15	30	45	60
	Phonemic awareness (hearing differences in sounds)	0	15	30	45	60
Word recognition	**Phonic analysis** (sounds to letters)	0	15	30	45	60
	High-frequency words (common words)	0	15	30	45	60
	Contextual analysis (using picture and sentence clues)	0	15	30	45	60
	Structural analysis (root words, suffixes, syllables, etc.)	0	15	30	45	60
Language experience stories or charts		0	15	30	45	60
Vocabulary instruction		0	15	30	45	60
Reading aloud to students		0	15	30	45	60
Silent reading (group)		0	15	30	45	60
Student independent (silent) reading		0	15	30	45	60
Choral reading		0	15	30	45	60
Copying from board		0	15	30	45	60
Oral response to literature		0	15	30	45	60
Written response to literature		0	15	30	45	60
Comprehension strategies and skills		0	15	30	45	60
Spelling		0	15	30	45	60
Handwriting		0	15	30	45	60
Language/grammar/punctuation		0	15	30	45	60
Process writing/writing instruction		0	15	30	45	60
Computer applications to literacy		0	15	30	45	60
Listening comprehension		0	15	30	45	60
Group discussion		0	15	30	45	60

3. TIME SPENT ON ENGLISH LANGUAGE DEVELOPMENT

Indicate how many minutes per week students engage in the following activities.

	MINUTE PER WEEK circle one rating per item				
	0 minutes	About 15 minutes	About 30 minutes	About 45 minutes	60 minutes or more
Oral response to teacher questions	0	15	30	45	60
Role playing	0	15	30	45	60
Making oral presentations	0	15	30	45	60
Singing	0	15	30	45	60
Individual oral reading	0	15	30	45	60
Poetry, rhymes, and word play	0	15	30	45	60
Oral vocabulary development	0	15	30	45	60
Group discussions	0	15	30	45	60
Choral recitation	0	15	30	45	60

4. ENGLISH LANGUAGE DEVELOPMENT STRATEGIES

Indicate how often you use the following strategies during English language arts instruction.

	FREQUENCY OF USE circle one rating per item			
	Never			Always
Translate into student's first language	0	1	2	3
Use mime and gestures to convey meaning	0	1	2	3
Repeat words and sentences	0	1	2	3
Use lots of visuals or other real objects or illustrations	0	1	2	3
Slow down my speech	0	1	2	3
Allow longer wait time for students' responses	0	1	2	3
Provide both written and oral input	0	1	2	3
Preview new vocabulary	0	1	2	3
Partner limited English proficient students with native English speakers or fully English proficient students	0	1	2	3
Partner non-English proficient students with bilingual students	0	1	2	3

5. ENGLISH LANGUAGE DEVELOPMENT MODELS

Please indicate how familiar you are with any of the following second language development methods or models. How often do you use them in your classroom?

	FREQUENCY OF USE circle one rating per item			
	Don't know about and don't use	Heard about but don't use	Use sometimes	Use frequently
Grammar-translation: Grammar is explicitly explained and taught. Sentences are translated - emphasis is on the written word.	1	2	3	4
Audiolingual Method: Oral language is developed through controlled pattern practice. Emphasis is on teaching the language form and vocabulary. Repetition, imitation, and substitution drills are widely used.	1	2	3	4
Natural Approach: Students acquire language through its use in natural communication; students go through a silent period before speaking.	1	2	3	4
Communicative Approach: Instruction emphasizes the functions of language use.	1	2	3	4
Total Physical Response (TPR): Children respond with actions related to commands in the target language.	1	2	3	4
Content-based ESL: Teachers focus on content instruction, using English language development strategies. Teachers modify their language and instructional materials to make content accessible to English language learners.	1	2	3	4

6. ASSESSSMENT

How often do you use the following methods or materials to assess your students' needs in reading?

	FREQUENCY OF USE circle one rating per item				
	Never	About once a year	About twice a year	About once a month	About once a week or more
Listen to students' reading	1	2	3	4	5
Teacher-made vocabulary tests	1	2	3	4	5
Exercises in workbooks and textbooks	1	2	3	4	5
Standardized commercial reading tests	1	2	3	4	5
Knowledge of students' reading interests	1	2	3	4	5
Comments from other teachers	1	2	3	4	5
Informal observation	1	2	3	4	5
Student interviews	1	2	3	4	5
Tests in workbooks and textbooks	1	2	3	4	5
Students' writing	1	2	3	4	5
How often do you assess these elements of reading among your students?					
Phonics	1	2	3	4	5
Word recognition	1	2	3	4	5
Vocabulary	1	2	3	4	5
Sentence understanding	1	2	3	4	5
Use of background knowledge	1	2	3	4	5
Text comprehension	1	2	3	4	5
Literary appreciation	1	2	3	4	5
Reading study skills	1	2	3	4	5
Amount of reading	1	2	3	4	5

7. PERCEPTIONS OF READING PROGRAMS

For your reading/language arts program and the students you teach, indicate whether you agree or disagree with the following statements.

	AGREEMENT WITH STATEMENT circle one rating per item				
	Strongly Disagree				Strongly Agree
Reading materials should be carefully sequenced in terms of language structures and vocabulary.	1	2	3	4	5
In the early grades, teachers should provide direct instruction in phoneme awareness, letter identification, sound-symbol correspondence, and structural analysis of words.	1	2	3	4	5
Effective reading instruction should primarily focus on students acquiring reading skills through exposure to good literature.	1	2	3	4	5
Reading and writing instruction should be integrated with other subjects and not separated out for direct instruction.	1	2	3	4	5
Students learning English as a second language need to be able to speak in English before they can make substantial progress in learning to read in English.	1	2	3	4	5
Students learning English as a second language should learn to read in their dominant language before they learn to read in English.	1	2	3	4	5
Students who come to school with limited English proficiencies should have instruction in English language development.	1	2	3	4	5

PLUS Principal Interview

Principal _____ School _____

Interviewer _____ Entity _____

Date _____

1. How long have you been principal at this school?

2. What is the highest level of education you have completed? Where did you go to complete this and what was your main focus or major?

3. Do you have any special certification you did not mention in the previous question (e.g., Special Education, ESL, Language Arts, etc.)?

4. What positions did you hold before becoming principal at this school? For how many years?

5. In this school, how many teachers and classes are there by grade?

Grade	Number of Classes	Number of Teachers
1		
2		
3		
4		
5		

6. What is the language arts instructional program at this school?

7. How long has the language arts program been like this?

8. Have there been any changes in the language arts instructional program over the past 5 years? If so, what have they been?

9. Does the school or department/ministry of education have an officially adopted language arts textbook series? For which grade levels? What is the series title. Did you help to choose the textbook series? Who did?

10. Please describe how teachers in your school actually use this textbook series.

11. Describe the staff at this school (e.g., credentials, teaching experience, local or other).

12. In general, are the teachers who participated in the PLUS study, as a group, typical of teachers in this school? If yes, in what ways? If no, how are they different?

13. (In schools with more than one teacher per grade level) Could you please tell me if each of the teachers who participated in the PLUS study is typical of others who teach the same grade level?

PLUS Teacher	Typical (yes, no)	In what ways?
Grade 1 TEACHER:		
Grade 2 TEACHER:		
Grade 3 TEACHER:		
Grade 4 TEACHER:		
Grade 5 TEACHER:		

14. Is the language arts instructional program of these teachers similar to or different from the program of other teachers in this school? How so?

15. What is the policy for language of instruction?

16. From your experience, what is the actual language use pattern of teachers during language arts instruction?

17. Please describe how the school involves parents and community members in the language arts education for their children.

18. Does your school sponsor any events around literacy, language arts, or specifically reading (book fairs, speech festivals, etc.)? If yes, please describe.

19. Does the school have any extra support or resources for your literacy/reading program from outside sources? Please give examples.

THANK YOU VERY MUCH FOR YOUR ASSISTANCE